



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

RUDIMENTS
of
ENGLISH COMPOSITION
BY ALEXANDER REID,LL.D.

Price Two Shillings.

OLIVER AND BOYD'S NEW CODE CLASS-BOOKS.

Messrs OLIVER AND BOYD are desirous of bringing under the notice of those interested in Education the Series of Elementary Works adapted to the requirements of the New Code, which they are in course of publishing. These are not hasty productions, but the result of much thought and care, and they have been prepared by Practical Men of eminence in their respective departments.

I. READING.

The preparation of this Series has been undertaken by Mr JAMES COLVILLE, M.A., English Master, Glasgow Academy; formerly English Master in George Watson's College-Schools, Lauriston, Edinburgh, one of the Educational Institutions of the Merchant Company. Four Books are now ready.

In the PRIMER the vowel sounds are presented in an easy and natural manner, being in every case exemplified by real words rather than by arbitrary syllables, and arranged in rhyming groups. The lessons are composed of sentences woven into narratives, and hieroglyphic lessons have been introduced for the purpose of making the work of revision more varied and interesting.

In the FIRST STANDARD the narrative form has been preserved throughout, and the lessons, while incidentally supplying considerable information, are mainly intended to enable the child to overcome the mechanical difficulties of reading. They have therefore been made as light and attractive as possible; many elliptical, and, as a new feature, several alliterative and hieroglyphic, lessons have been constructed. Easy lessons are also given in Script for the reading and writing of Manuscript.

In the SECOND STANDARD a variety of interesting matter has been simplified by the syllabification of difficult words and the grouping together of common affixes. A novel feature is the introduction of lessons on the Tenses of Verbs. Useful information is imparted on common objects and animals, with lessons inculcating duty and honour. In Dictation a large proportion of the matter is shown in Script; while the Exercises appended to

Oliver and Boyd's New Code Class-Books.

these, direct increased attention to the subjects presented, and furnish plenty of school-work.

In the **THIRD STANDARD**, as the child will now have acquired considerable fluency in easy reading, a varied selection has been made from authors that have long been favourites with the young. In the Dictation all the difficulties in spelling monosyllables and easy dissyllables have been anticipated, and the Exercises, which are partly in Script, have been constructed so as to foster the habit of observing words and their distinctions.

II. GEOGRAPHY.

Text-books have been prepared by Mr WILLIAM LAWSON, F.R.G.S., St Mark's College, Chelsea; Author of "Geography of the British Empire," etc.

1. The **GEOGRAPHICAL PRIMER** will be found adapted to the requirements of Standard IV. The meaning of a Map is clearly explained; an outline is given of the Chief Divisions of the World; while the numerous facts have been selected and arranged to suit the age of the pupils.

2. The **GEOGRAPHY OF ENGLAND** meets the requirements of Standard V., and is intended to succeed the "Geographical Primer." The style and subject are a little in advance, and there is some attempt to show the dependence of one part of the geography upon another. A Chapter on the principal Railways will be found to meet the increasing desire for information on this subject.

3. The **GEOGRAPHY OF SCOTLAND AND IRELAND**; with Notes on Railways.

4. The **GEOGRAPHY OF EUROPE**. Adapted to Standard VI.

5. **ELEMENTS OF PHYSICAL GEOGRAPHY**. This work has been written as a "Specific Subject," with special reference to the New Code. The language and illustrations are simple, and suited to the capacity of pupils of from ten to fourteen years of age.

III. ARITHMETIC.

This subject has been undertaken by Mr ALEXANDER TROTTER, Teacher of Mathematics, etc., Edinburgh; Author of "Arithmetic for Advanced Classes," etc.

PART I. embraces Standards 1 and 2.

" II. " " 3 and 4.

" III. " " 5 and 6.



600058853Z

RUDIMENTS OF ENGLISH COMPOSITION;

Oliver & Boyd's New Code Class-Books.

STANDARD READING-BOOKS,

By JAMES COLVILLE, M.A., Senior English Master George Watson's College-Schools, Lauriston, Edinburgh, one of the Educational Institutions of the Merchant Company.

The following are already published :—

PRIMER: Being Spelling and Reading Lessons Introductory to Standard I. (*Illustrated.*) 36 pages. 1½d.

FIRST STANDARD READING-BOOK; with Easy Lessons in Script. (*Illustrated.*) 95 pages. 4d. in stiff wrapper, or 6d. cloth.

SECOND STANDARD READING-BOOK; with Dictation Exercises, partly in Script. (*Illustrated.*) 108 pages. 4d. in stiff wrapper, or 6d. cloth.

THIRD STANDARD READING-BOOK; with Dictation Exercises, partly in Script. 144 pages, strongly bound. 8d.

* * A Specimen Copy of any one or more of the above will be sent to Principals of Schools, post-free, by Oliver and Boyd, on receiving half the retail price in stamps.

EDINBURGH: OLIVER AND BOYD.
LONDON: SIMPKIN, MARSHALL, AND CO.

1872.

260. g. 250.



600058853Z



RUDIMENTS OF ENGLISH COMPOSITION;

DESIGNED AS

A PRACTICAL INTRODUCTION

TO

CORRECTNESS AND PERSPICUITY IN WRITING,
AND TO THE STUDY OF CRITICISM:

WITH COPIOUS EXERCISES.

For the Use of Schools.

BY ALEXANDER REID, LL.D.,

Late Head Master of the Edinburgh Institution; Author of Rudiments of English Grammar, A Dictionary of the English Language, etc.

EIGHTEENTH EDITION, THOROUGHLY REVISED AND
ENLARGED.



EDINBURGH:
OLIVER AND BOYD, TWEEDDALE COURT.
LONDON: SIMPKIN, MARSHALL, AND CO.

1872.

260. g. 250.

DR REID'S EDUCATIONAL WORKS.

RUDIMENTS of ENGLISH GRAMMAR, 18mo, 6d.

RUDIMENTS of ENGLISH COMPOSITION, 2s. [KEY 2s. 6d.]

DICTIONARY of the ENGLISH LANGUAGE, 12mo, 5s.

RUDIMENTS of MODERN GEOGRAPHY, 18mo, 1s.; or with five Maps, 1s. 3d.

An ABRIDGMENT of DR REID's RUDIMENTS; being a FIRST BOOK of GEOGRAPHY; 18mo, 72 pages, 6d.

OUTLINE of SACRED GEOGRAPHY, 18mo, 6d.

INTRODUCTORY ATLAS of MODERN GEOGRAPHY, 4to, 2s. 6d. full coloured.

SCHOOL ATLAS of Modern GEOGRAPHY, 4to, 5s. full coloured.

PRINTED BY OLIVER AND BOYD, EDINBURGH.

PREFACE.

IN the following Work, the Author has attempted to supply a want, which he has himself long felt in the course of his professional labours, namely, a Practical Introduction to Composition in the English Language. It is designed as a Sequel to the ordinary text-books on Grammar; while it is, at the same time, so arranged that it may be studied with advantage, even by those who have been but imperfectly instructed in that department of education. Part I. is meant to guide to correctness in Spelling and Punctuation; Part II., to correctness in the Structure and Arrangement of Sentences, and in the Use of Words; Part III., to clearness in the Structure of Paragraphs; Part IV., to correctness and perspicuity in Style, and to a tasteful use of ornament in writing; and Part V., to the practice of the preceding Rules and Exercises in various kinds of Original Composition. If the Author has at all succeeded in realizing his own intentions, the book will be found useful in teaching such as are their own instructors, or have time only for a school education, to express their ideas with sufficient perspicuity and taste for their purposes in life; while to those who are to have the advantage of making higher attainments in learning, it will serve as a practical initiation into the critical study of the English Language and Literature.

The Exercises, which form the largest and most important portion of the Work, have generally been selected from books of classical authority; and no small labour and care have been spent in adapting them to the purposes for which they are intended. With regard to the mode of teaching them, the Author begs to suggest, that they should all be written by the Pupils; when convenient, the short sentences in the class, and the longer passages at home, to be afterwards examined and corrected by the Teacher. The Author has been careful to intimate when the Exercises may be multiplied from the ordinary lessons of the Pupils; and he would only suggest further, that Teachers should prescribe none but the best models in the language.

NOTE TO THE EIGHTEENTH EDITION.

IN the present Edition, the Work has been entirely remodelled, so as to bring it abreast of the present improved style of teaching. Those sections which were of the nature of Grammatical Exercises have been omitted; and their place has been supplied by systematic Exercises in Sentence-making. A distinct division has been devoted to the structure of Paragraphs. The sections on Descriptive and Narrative Essays have been entirely re-written.

CONTENTS.

	PAGE
INTRODUCTION,	9

PART I.

SECTION I.—SPELLING,	9
1. Capital Letters,	10
2. Rules for Spelling,	12
SECTION II.—PUNCTUATION,	17
1. The Comma,	18
2. The Semicolon,	21
3. The Colon,	22
4. The Period,	24
5. The Point of Interrogation, etc.,	25

PART II.—THE SENTENCE.

SECTION I.—THE SIMPLE SENTENCE,	27
1. Subject and Attribute,	27
2. The Predicate,	27
3. Adverbial Adjuncts,	28
4. Variation,	28
5. Analysis,	29
6. Synthesis,	30

	PAGE
SECTION II.—THE COMPLEX SENTENCE,	33
1. Noun Clauses,	33
2. Adjective Clauses,	34
3. Adverbial Clauses,	35
4. Adverbial Clauses,	35
5. Enlargement,	36
6. Contraction,	37
7. Expansion,	39
8. Synthesis,	40
9. Abridgment,	42
SECTION III.—THE COMPOUND SENTENCE,	44
1. Enlargement,	45
2. Contraction,	46
3. Conversion,	47
4. Synthesis,	48
5. Direct and Indirect Speech,	51
SECTION IV.—ARRANGEMENT IN SENTENCES,	53
1. Transposition,	55
2. Rhetorical Arrangement,	57
3. Prose Arrangement,	58
SECTION V.—EXPRESSION OF IDEAS,	61
1. Cognate Words,	61
2. Equivalent Words and Phrases,	62
3. Derivatives,	64
4. Attributes,	65
5. Synonyms,	66
6. Variety of Expression and Structure,	67
PART III.—THE PARAGRAPH.	
SECTION I.—DESCRIPTION,	69
1. Combination of Words,	69
2. Combination of Ideas,	70
3. Description from Heads,	71

CONTENTS.

7

	PAGE
SECTION II.—NARRATION,	72
1. Abridgment,	73
2. Amplification,	79
3. Narration from Heads,	82
4. Fables and Stories,	84
SECTION III.—PARAPHRASE,	85

PART IV.—STYLE.

SECTION I.—QUALITIES OF STYLE,	88
1. Purity,	88
2. Propriety,	92
3. Precision,	96
4. Critical Examination of Sentences,	99
5. Clearness,	101
6. Unity,	104
7. Strength,	108
8. Harmony,	115
9. Critical Examination of Sentences,	116
SECTION II.—FIGURATIVE LANGUAGE,	119
1. Simile, or Comparison,	119
2. Metaphor,	120
3. Allegory,	122
4. Personification,	124
5. Apostrophe,	125
6. Metonymy,	127
7. Hyperbole,	129
8. Antithesis,	130
9. Climax,	131
10. Errors in the Use of Figurative Language,	132
11. Critical Examination of Passages,	133

PART V.—ORIGINAL COMPOSITION.

	PAGE
SECTION I.—DESCRIPTIVE ESSAYS,	136
1. Topography,	137
2. Natural History,	140
3. Physics,	140
4. The Arts,	141
SECTION II.—NARRATIVE ESSAYS,	142
1. Incidental Narration,	142
2. Biographical Narration,	146
3. Historical Narration,	148
SECTION III.—DISCURSIVE ESSAYS,	149
SECTION IV.—EXPOSITORY THEMES,	156
1. Terms,	157
2. Propositions,	159

RUDIMENTS
OF
ENGLISH COMPOSITION.

INTRODUCTION.

COMPOSITION is the art of expressing ideas in written language.

To compose correctly, it is necessary to have a practical knowledge of *Spelling*, *Punctuation*, and the *Structure* and *Arrangement of Sentences*, including the *Use of Words*.

To compose with perspicuity and elegance, it is also necessary to have a practical knowledge of the various qualities of *Style*, and of the use of *Figurative Language*.

To be able to write with facility, it is further necessary to have considerable practice in *Original Composition*.

PART I.

SECTION I.—SPELLING.

Spelling is the art of expressing words by their proper letters.

Letters are of two forms, *capitals* and *small letters*.

1. CAPITAL LETTERS.

CAPITAL LETTERS are used in the following situations :—

- I. The first word of every sentence.
- II. The first word of every line of poetry.
- III. The first word of a quotation in a direct form.
- IV. The names of the Supreme Being, and pronouns that refer to Him.
- V. Proper names, and adjectives derived from proper names.
- VI. The names of the days of the week, and of the months of the year.
- VII. Any very important word ; as, the Reformation.
- VIII. The chief words in the title of a book.
- IX. The pronoun *I*, and the interjection *O*.
- X. Generally the name of an object personified.
- XI. Single letters forming abbreviations ; as, *M.A.*

Exercise 1.

Correct the errors in the use of Capital Letters in the following passages :—

I. The love of praise should be kept under proper subordination to the principle of duty. in itself, it is a useful motive to action; but when allowed to extend its influence too far, it corrupts the whole character. to be entirely destitute of it, is a defect; To be governed by it, is depravity.

How many clear marks of benevolent intention appear everywhere around us ! what a profusion of beauty and ornament is poured forth in the face of nature ! what a magnificent spectacle presented to the view of man ! what a supply contrived for his wants !

II. Restless mortals toil for nought;
bliss in vain from earth is sought;
bliss, a native of the sky,
never wanders. mortals, try;

there you cannot seek in vain,
for to seek her is to gain.

III. An ancient heathen king, being asked What things he thought most proper for boys to learn, answered : "those which they ought to practise, when they come to be men." a wiser than this heathen monarch has taught the same sentiment : "train up a child in the way he should go, and, when he is old, he will not depart from it."

IV. There lives and works
a soul in all things, and that soul is god.
the lord of all, himself through all diffused,
sustains, and is the life of all that lives.
these are thy glorious works, parent of good !
almighty ! thine This universal frame !

V. Our fields are covered with herbs from holland, and roots from germany ; with flemish farming, and swedish turnips ; our hills with forests of the firs of norway. the chestnut and the poplar of the south of europe adorn our lawns ; and below them flourish shrubs and flowers, from every clime, in great profusion. arabia improves our horses, china our pigs, north america our poultry, and spain our sheep.

VI. We left home on monday morning, arrived at liverpool on tuesday, went to manchester, by the railway, on wednesday, and reached this place on thursday evening.

Blessed that eve !
the sabbath's harbinger, when, all complete,
in freshest beauty, from jehovah's hand,
creation bloom'd ; when eden's twilight face
smiled like a sleeping babe.

VII. The first monarch of great britain and ireland, after the revolution of 1688, was william the third. the reign of his successor, queen anne, was rendered remarkable by the victories of the duke of Marlborough on the continent of europe, and the union between england and scotland.

VIII. Bacon, the author of "the advancement of learning," says in his "essay," entitled "of studies," that "reading maketh a full man, conference a ready man, and writing an exact man." When the good doctor is going out to dinner, he always reads Selden's "table talk" for an hour or two before starting.

IX. I am monarch of all i survey,
my right there is none to dispute;
from the centre all round to the sea,
i am lord of the fowl and the brute.

X. o solitude! where are the charms
that sages have seen in thy face?
better dwell in the midst of alarms,
than reign in this horrible place.

The hope of future happiness is a perpetual source of consolation to good men. under trouble, it soothes their minds; amidst temptation, it supports their virtue; and, in their dying moments, it enables them to say, "o death! where is thy sting? o grave! where is thy victory?"

XI. Oliver Goldsmith was b.a. of Dublin, and b.m. of Padua or Leyden. Though Southey left oxford without his b.a., he was made an ll.d. before he died. The queen was accompanied by h.r.h. the princess of Wales.*

2. RULES FOR SPELLING.

Correctness in Spelling is to be acquired chiefly by attending to the practice of the best modern writers and lexicographers.

The following are a few of the general principles to be observed in the spelling of words:—

I. Monosyllables ending with *f*, *l*, or *s*, preceded by

* The Teacher may multiply these Exercises at pleasure, by dictating passages from any Reading-Book.

a single vowel, end in a double consonant; as, *Staff*, *full*, *pass*.

The only exceptions are, *Of*, *if*, *as*, *gas*, *is*, *has*, *was*, *yes*, *his*, *this*, *thus*, *us*.

II. Monosyllables ending with any consonant but *f*, *l*, or *s*, preceded by a single vowel, do not end in a double consonant; as, *Bud*, *cup*, *man*.

The exceptions are, *Add*, *butt*, *buzz*, *ebb*, *egg*, *err*, *inn*, *odd*.

III. When words ending with silent *e* take an affix beginning with a consonant, the *e* is retained; as, *Pale*, *paleness*; *peace*, *peaceful*.

Except *Awe*, *awful*; *due*, *duly*; *true*, *truly*; *abridge*, *abridgment*; *acknowledge*, *acknowledgment*; *judge*, *judgment*.

IV. When words ending with silent *e* take an affix beginning with a vowel, the *e* is omitted; as, *Cure*, *curable*; *love*, *loving*.

1. When silent *e* is preceded by *c* or *g* soft, the *e* is retained before *able*; as, *Peace*, *peaceable*; *change*, *changeable*.

2. When silent *e* is preceded by *g* soft, it is retained before *ous*; as, *Courage*, *courageous*.

3. When silent *e* is preceded by *c* soft, it is changed into *i* before *ous*; as, *Grace*, *gracious*.

V. When words ending with *y* preceded by a consonant, take an affix, the *y* is generally changed into *i*; as, *Merry*, *merriment*; *happy*, *happiness*; *cry*, *cried*.

1. *Y* preceded by a consonant is not changed in *Dryness*, *slyly*, *slyness*, *shyness*.

2. *Y* is not changed into *i* before the affixes *ing* and *ish*; as, *Carry*, *carrying*; *baby*, *babyish*.

3. When a word ending with *ty* takes the affix *ous*, the *y* is changed into *e*; as, *Beauty*, *beauteous*; *pity*, *piteous*.

4. When *y* is preceded by a vowel, it is not changed into *i*; as, *Betray, betrayal*.

5. *Y* preceded by a vowel, is changed into *i*, in *Daily, gaiety, gaily, laid, paid, said, slain*.

6. Words ending with *ie* change *ie* into *y* before *ing*; as, *Die, dying; lie, lying*.

VI. When monosyllables, and words accented on the last syllable, which end with a single consonant preceded by a single vowel, receive an affix beginning with a vowel, the final consonant is doubled; as, *Begin, beginner; wit, witty*.

1. When a diphthong precedes the final consonant, it remains single; as *Toil, toiling*.

2. The final consonant also remains single, when the accent is not on the last syllable; as, *Offer, offering*.

3. Final *l* is doubled, though the accent is not on the last syllable; as, *Travel, traveller*.

VII. When words which end with a double consonant receive an affix, both the consonants are generally retained; as, *Scoff, scoffer; success, successful*.

Words ending with *ll* generally drop one *l* before an affix beginning with a consonant; as, *Full, fulness; skill, skilful*.

VIII. In words of more than one syllable, *c* hard is used as a final letter only when it is preceded by *i* or *ia*; as, *Music, maniac*.

1. In monosyllables, *c* hard is always accompanied by *k*; as *Deck, lock*.—Except *Arc, lac, zinc*.

2. A word never ends with *c* hard, or *ck*, when preceded by two vowels; as, *Book, hawk*.

IX. Words having *ei* in the last syllable admit of the suffix *-tion* and drop the *i*; as, *Receive, reception*. Words

having *ie* in the last syllable do not admit of the suffix *-tion*; as, Believe, reprieve, besiege.

X. When words of more than one syllable are written partly on one line, and partly on another, they are divided only at the syllables; as, Con-tentment, or content-ment.

In monosyllables all the letters are written on the same line.

Exercise 2.

Correct the errors in the following sentences:—

I. It is no great merit to spel correctly, but a great defect to do so incorrectly. Jacob worshipped his Creator, leaning on the topp of his staf. Our manners should be neither gros, nor excessively refined.

II. In the names of druggs and plants, the mistake of a word may endanger life. The finn of a fish is the limb, by which he balances his body, and moves in the water. Many a trapp is laid to ensnare the feet of youth.

III. In all our reasonings, our minds should be sincerly employed in the pursuit of truth. Rude behaviour and indecent language are peculiarly disgracful to youth of education. A judicious arrangment of studies facilitates improvement. Wisdom only is truly fair: folly merly appears so.

IV. Everythng connected with self is apt to appear desirable in our eyes. Errors are more excuseable in ignorant than in well-instructed persons. We were made to be servicable to others, as well as to ourselves. An obliging and humble disposition is totally different from a servile and cringeing spirit. Our natural defects of body are not chargable upon us.

V. We should subject our fancys to the government of reason. We shall not be the happyer for possessing talents and affluence, unless we make a right use of them. The

year is dieing in the night. If we have denied ourselves sinful pleasures, we shall be great gainers in the end. We may be plaiful, and yet innocent. Shiness may win friends slowly, but sliness loses them quickly. When we act against conscience, we become the destroiers of our own peace.

VI. When we bring the lawgiver into contempt, we have in effect annuled his laws. By defering our repentance, we accumulate our sorrows. We have all many faillings to lament and amend. There is no affliction with which we are visitted, that may not be improved to our advantage.

VII. Restlessness of mind disqualifies us, both for the enjoyment of peace, and for the performance of duty. The arrows of calumny fall harmlesly at the feet of virtue. The road to the blisful regions is as open to the peasant as to the king. A perverse and willful disposition is at once unamiable and sinful.

VIII. The vessel is a total wrec: the goods which have been saved will be exposed to publick auction. Can you name the twelve signs of the zodiak ? Ransac the drawer for my stoc. The man of true fortitude may be compared to a castle built on a roc, which defies the attacs of the surrounding waters.

IX. A man who has once been decieved is apt to be suspicious. An honest man acts up to his beleif. Many a clever man is spoiled by conciet. Mischeif is more easily made than mended. Some are born great, some acheive greatness. Amid the roses feirce Repentance rears her snaky crest. Still to releive the wretched was his pride.

Exercise 3.

X. Divide the following words, writing part of each at the end of one line, and the remainder at the beginning of the next:—

Ancient, ashes, beneficent, capricious, cherish, coalition, coeval, dangerous, epistle, February, gridiron, heinously, idleness, jocularly, knighthood, lapidary, musician, nominative, optical, physician, qualify, receive, sovereign, transient, union, voluntary, women, yeomanry, zealous.

Exercise 4.

Write the following sentences from dictation:—

Neglect no opportunity of doing good. Neither time nor misfortunes should erase the remembrance of a friend. The acknowledgment of our transgressions must precede the forgiveness of them. Let us show diligence in every laudable undertaking. Judicious abridgments often aid the studies of youth. We must resolutely perform our duty, however disagreeable. Few reflections are more distressing than those which we make on our own ingratitude. Strait is the gate, and narrow the way, that lead to eternal life. There is an inseparable connexion between piety and virtue. The harvest truly is plenteous, but the labourers are few. Integrity conducts us straight forward, disdaining all crooked paths. To be faithful among the faithless, argues great strength of principle. A steady mind may receive counsel; but there is no hold on a changeable humour.*

SECTION II.—PUNCTUATION.

Punctuation is the art of using points, in writing and printing, to indicate breaks in the sense.

I. These points are also useful in elocution; for a pause is naturally made in reading, where a break occurs in the sense.

II. The placing of these points is regulated by Analysis, or the division of sentences into their leading members.

* The Teacher will find, that to make his Pupils write from dictation, is the best mode of giving them a practical knowledge of Orthography. He may multiply Exercises at pleasure from any Reading-Book.

III. In the following rules, the members of a sentence are spoken of as single *words*, *phrases*, or *clauses*. A *clause* contains a subject and verb within itself; a phrase does not. A *subordinate clause* explains some part of a principal clause. *Co-ordinate clauses* are independent of one another, or have a common dependence on a superior clause.

The points used in Composition are :—

The Comma, . . .	The Interrogation, . ?
The Semicolon, . . ;	The Exclamation, . !
The Colon, . . . :	The Dash, —
The Period,	The Parenthesis, . . ()

1. THE COMMA.

I. When two or more words follow one another in the same construction, *commas* are placed between them; as, ‘Alfred was a brave, pious, and patriotic prince.’

1. When two words in the same construction are joined by a conjunction, they do not require a comma between them; as, ‘Religion purifies and ennobles the mind.’

2. When words in the same construction follow each other in pairs, a comma is placed between each pair; as, ‘Truth is fair and artless, simple and sincere, uniform and constant.’

II. Explanatory phrases, when independent or emphatic, are separated from the context; as, ‘His father dying, he succeeded to the estate;’ ‘To confess the truth, I was greatly to blame.’

III. Words denoting the person or object addressed, and words placed in apposition, are separated from the rest of the sentence by *commas*; as, ‘My son, give me

thy heart ;' 'Paul, *the apostle of the Gentiles*, was eminent for his knowledge and zeal.'

When nouns placed in apposition are single, or form only one proper name, they are not separated by commas ; as, 'The emperor Antoninus wrote an excellent book.'

IV. Subordinate clauses are separated from the principal clause, and from one another, by *commas* ; as, 'Wherever he went, he was received with enthusiasm, which proves how great a favourite he was ;' 'Though deep, it is yet clear.'

When the relative clause defines the Antecedent, it must not be separated from it by a comma ; as, '*He who* cares only for himself, has but few pleasures.'

V. When co-ordinate clauses are simple, and have no points within themselves, they are generally separated by *commas* ; as, 'Virtue supports in adversity, and moderates in prosperity ;' 'He was learned, but not pedantic.'

VI. The modifying words and phrases, *nay*, *however*, *finally*, *in short*, *at least*, etc., are usually separated from the context by *commas* ; as, 'Finally, let me repeat what I stated before ;' 'A kind word, *nay*, even a kind look, often affords comfort to the afflicted.'

VII. Words supposed to be spoken, or which are taken from another writer, but not formally quoted, are preceded by a *comma* ; as, 'It hurts a man's pride to say, I do not know.'

Words directly spoken or quoted, are marked by *inverted commas* above the line ; as, "My dear son," said Phocion, "I entreat you to serve your country as faithfully as I have done."

Exercise 5.

Supply the points omitted in the following sentences :—

- I. Self-conceit presumption and obstinacy blast the pros-

pects of many a youth. Plain honest truth needs no artificial covering. To live soberly righteously and piously comprehends the whole of our duty. Vicissitudes of good and evil of trials and consolations fill up the life of man. Health and peace a moderate fortune and a few friends sum up the elements of earthly felicity.

II. In spite of repeated warnings we are still unmindful of death. The path of piety and virtue pursued with a firm and constant spirit will assuredly lead to happiness. Peace of mind being secured we may smile at misfortunes. To say the least they have betrayed great want of prudence. Notwithstanding the efforts of the crew the cargo was entirely lost.

III. Continue my dear child to make virtue thy principal study. To you my worthy benefactors am I indebted under Providence for all I enjoy. Come then companions of my toils let us take fresh courage persevere and hope to the end. Hope the balm of life soothes us under every misfortune. The patriarch Joseph is an illustrious example of chastity resignation and filial affection.

IV. If greatness flatters our vanity it multiplies our dangers. No errors are so trivial that they do not deserve to be minded. Candour is a quality which all admire though few practise it. He who gives his child habits of industry provides for him better than by giving him a stock of money. Although he was poor he was always contented. That thou art happy owe to God.

V. Sensuality contaminates the body depresses the understanding deadens the moral feelings degrades man from his rank in creation. He who is a stranger to industry may possess but he cannot enjoy. The goods of this world were given to man for his occasional refreshment not for his chief felicity. Unavoidable calamities make a part but they make not the chief part of the vexations and sorrows which distress human life.

VI. Be assured then that order frugality and economy are the necessary supports of every personal and private virtue. I proceed secondly to point out the proper state of our temper with respect to one another. Gentleness is in truth the great avenue to mutual enjoyment. I shall make some observations first on the external and next on the internal condition of man.

VII. Vice is not of such a nature that we can say to it hitherto shalt thou come and no further. One of the noblest Christian virtues is to love our enemies. Many too confidently say to themselves my mountain stands strong and shall never be removed. We are strictly enjoined not to follow a multitude to do evil.

2. THE SEMICOLON.

I. When co-ordinate clauses contain commas within themselves, or are not closely related to one another, they are separated by a *semicolon*; as, 'Economy is no disgrace ; for it is better to live on a little, than to outlive a great deal.'

II. When a sentence contains a series of co-ordinate, dependent clauses, they are separated by *semicolons*; as, 'Philosophers assert that Nature is unlimited in her operations ; that she has inexhaustible treasures in reserve ; that knowledge will always be progressive ; and that all future generations will continue to make discoveries, of which we have not the slightest idea.'

Exercise 6.

Supply the points omitted in the following sentences:—

I. The passions are the chief destroyers of our peace the storms and tempests of the moral world. Heaven is the region of gentleness and friendship hell of fierceness and animosity. The path of truth is a plain and safe path that

of falsehood is a perplexing maze. Levity is frequently the forced production of folly or vice cheerfulness is the natural offspring of wisdom and virtue.

II. That darkness of character where we can see no heart those foldings of art through which no native affection is allowed to penetrate present an object unamiable in every season of life but particularly odious in youth. To give an early preference to honour above gain when they stand in competition to despise every advantage which cannot be attained without dishonest arts to brook no meanness and to stoop to no dissimulation are the indications of a great mind the presages of future eminence and usefulness in life. As there is a worldly happiness which God perceives to be no other than disguised misery as there are worldly honours which in his estimation are reproach so there is a worldly wisdom which in his sight is foolishness.

3. THE COLON.

I. Co-ordinate clauses which are not connected by a conjunction are separated by a *colon*; as, 'Study to acquire a habit of thinking: no study is more important.'

II. When a sentence contains a series of dependent clauses separated by semicolons, and concludes with the principal clause, the latter is preceded by a *colon*; as, 'A divine legislator uttering his voice from heaven; an almighty governor stretching forth his arm to reward or punish; informing us of perpetual rest prepared hereafter for the righteous, and of indignation and misery awaiting the wicked: these are considerations which overawe the world, support integrity, and check guilt.'

III. When an example or a quotation is introduced, it is sometimes separated from the rest of the sentence

by a *colon*; as, ‘He was often heard to say: “I have done with the world, and I am willing to leave it.”’

Exercise 7.

Supply the points omitted in the following sentences:—

I. Virtue is too lovely to be immured in a cell the world is the sphere of her action. Do not flatter yourself with the hope of perfect happiness there is no such thing in the world. The three great enemies to tranquillity are vice superstition and idleness vice which poisons and disturbs the mind with bad passions superstition which fills it with imaginary terrors idleness which loads it with tediousness and disgust.

II. If he has not been unfaithful to his king if he has not proved a traitor to his country if he has never given cause for such charges as have been preferred against him why then is he afraid to confront his accusers? By acquiring an humble trust in the mercy and favour of God through Jesus Christ by doing or at least endeavouring to do our duty to God and man by cultivating our minds and properly employing our time and thoughts by governing our passions and our temper by correcting all unreasonable expectations from the world and in the midst of worldly business habituating ourselves to calm retreat and serious reflection by such means as these it may be hoped that through the divine blessing our days shall flow in a stream as unruffled as the human state admits.

III. All our conduct towards men should be influenced by this important precept “Do unto others as you would that others should do unto you.” Philip III. king of Spain when he drew near the end of his days seriously reflecting on his past life and greatly affected with the remembrance of his misspent time expressed his deep regret in these terms “Ah how happy would it have been for me had I spent in retirement these twenty-three years that I have held my kingdom.”

4. THE PERIOD.

I. The *period* marks the end of a sentence, unless it is interrogative or exclamatory; as, 'Cultivate the love of truth.'

II. The *period* is used after abbreviations; as, 'K.C.B., Knight Commander of the Bath.'

Exercise 8.

Supply the points omitted in the following passages:—

I. The absence of evil is a real good peace quiet and exemption from pain would be a continual feast

The resources of virtue remain entire when the days of trouble come they remain with us in sickness as in health in poverty as in the midst of riches in our dark and solitary hours no less than when surrounded with friends and cheerful society the mind of a good man is a kingdom to him and he can always enjoy it

If we look around us we shall perceive that the whole universe is full of active powers action is indeed the genius of nature by motion and exertion the system of being is preserved in vigour by its different parts always acting in subordination one to another the perfection of the whole is carried on the heavenly bodies perpetually revolve day and night incessantly repeat their appointed course continual operations are going on in the earth and in the waters nothing stands still

II. Constantine the Great was advanced to the sole dominion of the Roman empire A D 325 and soon after openly professed the Christian faith

The letter concludes with this remarkable postscript "P S Though I am innocent of the charge and have been bitterly persecuted yet I cordially forgive my enemies and persecutors "

The last edition of that valuable work was carefully compared with the original MS

5. POINT OF INTERROGATION, ETC.

The *point of Interrogation* is used after sentences which ask questions ; as, 'Who will accompany me ?'

The *point of Exclamation* is used after expressions of emotion ; as, 'O Peace ! how desirable thou art !'

The *Dash* is used to mark a break, or abrupt turn in a sentence ; as,

'Here lies the great—False marble, where ?
Nothing but sordid dust lies here.'

The *Parenthesis* is used to enclose an explanatory clause, or member of a sentence, not absolutely necessary to the sense, but useful in explaining it, or introducing an important idea ; as,

'Know then this truth (enough for man to know),
Virtue alone is happiness below.'

Exercise 9.

Supply the points omitted in the following passages :—

We wait till to-morrow to be happy alas why not to-day
shall we be younger are we sure we shall be healthier
will our passions become feebler and our love of the world
less

Beauty and strength combined with virtue and piety how
lovely in the sight of men how pleasing to Heaven
peculiarly pleasing because with every temptation to deviate
they voluntarily walk in the path of duty

On the one hand are the divine approbation and immortal
honour on the other remember and beware are the stings of
conscience and endless infamy

As in riper years all unseasonable returns to the levity of
youth ought to be avoided an admonition which equally be-
longs to both sexes still more are we to guard against those

intemperate indulgences of pleasure to which the young are unhappily prone*

PART II.—THE SENTENCE.

A Sentence is any number of words joined together in such a manner as to form a complete proposition.

Every complete proposition or sentence contains a *subject*, or thing spoken of, and a *predicate*, or what is said of the subject.

The *subject* of a sentence is always a noun, which may be accompanied by qualifying words or phrases called *attributes*; a pronoun; an infinitive phrase; or a clause.

The *predicate* is always a verb, or contains a verb.

When the affirmation is not completed by the verb, a *complement* is added, which may be a noun, a pronoun, an infinitive phrase, or a clause.

The verb may further be modified by *adverbial adjuncts*, which may be either single adverbs, or adverbial phrases.

Sentences are of three kinds,—*Simple*, *Complex*, and *Compound*.

A *simple* sentence contains only one proposition.

A *complex* sentence contains only one principal clause, with one or more subordinate clauses.

A *compound* sentence contains two or more principal clauses, each of which may have subordinate clauses attached to it.

* Punctuation may also be taught by making the Pupils write and point passages from dictation.

SECTION I.—THE SIMPLE SENTENCE.

1. SUBJECT AND ATTRIBUTE.

Exercise 10.

Complete the following sentences by inserting subjects, (a) with or (b) without attributes :—

EXAMPLE.

(b) _____ is the king of beasts.
The Lion is the king of beasts.
 (b) _____ improves the appetite. (a) _____ is the largest city in Europe. (b) _____ was killed in the battle of Trafalgar.
 (b) _____ is the duty of every Christian. (a) _____ resembles reason in man. (b) _____ describes the surface of the earth. (a) _____ wrote *The Canterbury Tales*. (b) _____ is better than riches.
 (a) _____ gather no moss. (b) _____ are apt to be forgetful of the poor. (a) _____ lead but to the grave. (a) _____ is wasteful and ridiculous excess.

2. THE PREDICATE.

Exercise 11.

Complete the following sentences by adding predicates to the subjects :—

EXAMPLE.

The great fire of London _____

The great fire of London *lasted for a week*.

The queen _____. Charity _____. Sunshine _____. The Tudor dynasty _____. Shakespeare _____. Magna Charta

—. Procrastination —. Summer —. To drink poison —. One touch of nature —. Attention to the laws of health —. Not to know me —. The better part of valour —. The history of England —. The parting gleam of sunshine —. Full many a flower —. The most audacious to climb —.

3. ADVERBIAL ADJUNCTS.

Exercise 12.

Enlarge the following sentences by the addition of adverbial adjuncts:—

EXAMPLE.

The fleet sailed — | —.

The fleet sailed *for the Baltic* | *on the 3d of June*.

The sun rises —. The tide ebbs —. Henry the Seventh died —. Churches are built —. The *Habeas Corpus* Act was passed —. The garrison was forced to surrender — (*absolute phrase*). The Greeks fled —. He made another attempt — (*concession*). — we laid him down. Ships of war are — built — (*material*) — (*purpose*). Cowards die —, —. The bonfires shone bright —. He — (*concession*) behaved — (*manner*). The whole town was illuminated —. They plucked his gown — (*purpose*).

4. VARIATION.

Exercise 13.

Vary the construction in the following sentences by changing the subjects, the predicates, or the objects:—

EXAMPLE.

Temperance in eating and drinking is the best preservative of health. To be temperate in eating and drinking is the best preservative of health. To eat and drink temperately is the

best preservative of health. *The best preservative of health* is temperance in eating and drinking. *The best way to preserve health* is to eat and drink temperately. Temperance in eating and drinking *best preserves* health. Health *is best preserved* by temperance in eating and drinking. To eat and drink temperately *is the best way to preserve* health. Temperance in eating and drinking *promotes* health. Health *depends upon* temperance in eating and drinking. Health is promoted by *temperance in eating and drinking*. Health is promoted by *eating and drinking temperately*. We must eat and drink temperately to *preserve health*.

1. To live soberly, righteously, and piously, is required of all men.
2. To grieve immoderately shows weakness.
3. Timid men fear to die.
4. That it is our duty to be just and kind to our fellow-creatures, admits not of any doubt in a rational and well-informed mind.
5. To cultivate piety towards God, to exercise benevolence towards others, and to be of a pure and humble mind, are the sure means of becoming peaceful and happy.
6. By observing truth you will command esteem.
7. The changing of times and seasons, and the removing and setting up of kings, belong to Providence alone.
8. It is a great support to virtue, to see a good mind maintain its patience and tranquillity under injuries and affliction, and cordially forgive its oppressors.

5. ANALYSIS.

Exercise 14.

Divide the following compound and complex sentences into simple ones:—

EXAMPLE.

Friendship improves happiness, and abates misery, by doubling our joy, and dividing our grief.

**Friendship improves happiness. Friendship abates misery.
Friendship doubles our joy. Friendship divides our grief.**

1. Modesty is not properly a virtue, but it is a very good sign of a tractable disposition, and a great preservative against vice.

2. Thousands, whom indolence has sunk into contemptible obscurity, might have attained the highest distinctions, if idleness had not frustrated the effect of all their powers.

3. At our first setting out in life, when yet unacquainted with the world and its snares, when every pleasure enchanting with its smile, and every object shines with the gloss of novelty, let us beware of the seducing appearances which surround us, and recollect what others have suffered from the power of headstrong desire.

4. The Romans, fleeing in great consternation, were pursued by the enemy to the bridge, over which both victors and vanquished were about to enter the city in confusion. All now appeared to be lost, when the sentinel, who had been placed there to defend it, opposed himself to the torrent of the enemy, and, assisted only by two more, for some time sustained the whole fury of the assault, till the bridge was broken down behind him; when, plunging with his arms into the Tiber, he swam back to his fellow-soldiers.

6. SYNTHESIS.

Exercise 15.

Combine the following elements into simple sentences, using the verb printed in italics in each case as the only finite verb in the complete sentence :—

EXAMPLE.

A direct lie is a lie in words. When we utter a direct lie in words, we are guilty of falsehood. There *are* many other ways of committing this offence.

There *are* many ways of being guilty of falsehood, without uttering a direct lie in words.

or, changing the verb;

We *may be* guilty of falsehood in many ways, without uttering a direct lie in words.

or;—

To utter a direct lie in words *is* not the only way of being guilty of falsehood.

1. A man may do a designed injury to another. A man may do a greater injury to himself. No man ever *did* the former without doing the latter.

2. We ought to prepare for another world. We have duties in this life. In doing the former, we *must* not neglect the latter.

3. We may have a taste for useful knowledge. This *will provide* entertainment for us. The entertainment will be great. It will also be noble. Other enjoyments may be absent.

4. The martin has a nest. It *is composed* of mud and clay. The mud and clay are in layers. It is lined with feathers. It has a hole above. This hole is for the entrance of the birds.

5. The hair or fur of beasts is an animal production. The skins of beasts are animal productions. The teeth of beasts are animal productions. These *are* the chief animal productions imported into Britain.

6. There is a mountain called the Great St Bernard. There is a convent of the same name. The latter *is situated* on the former. There are passages of the Alps between Switzerland and Savoy. The convent is near one of the most dangerous of these passes.

7. Cork *is* the bark of a tree. The tree is a species of oak. This oak is indigenous to certain districts of the south of Europe and of Barbary. These districts are dry. These districts are mountainous.

8. Glaciers *are* masses of snow-ice. They are accumulated in mountain valleys. They move downwards. They

move by their own weight. The rate of their movement varies from one and a half to two feet in twenty-four hours.

9. The potato is the most widely distributed necessary of life. Tobacco is the most extensively used luxury of life. Sir Walter Raleigh *introduced* both into England.

10. The Rye-house plot *was* a conspiracy against Charles II. The king was expected to go to Newmarket races. The conspirators were to stop his coach on his return. He was then to be fired upon. The assassins were to be concealed by the hedges on the road.

11. Stoke is near Newark. The battle of Stoke was fought on the 16th June 1487. Lambert Simnel *was taken* prisoner. He was a pretender to the crown of Henry VII.

12. Tides *are* periodical swells in the ocean. These swells are produced by the attraction of the sun and moon. The influence of the moon is six times greater than that of the sun (*absolute phrase*). This is due to its proximity to the earth.

13. Henry VII. married Elizabeth in 1486. Elizabeth was daughter of Edward IV. She was his sole heir. The house of York had claims to the throne. The house of Lancaster had claims to the throne. Their rival claims *were thus united*.

14. Two sets of circles are drawn on maps of the globe. The one set is called parallels of latitude. The other set is called meridians of longitude. These circles intersect one another. By these circles the position of any place on the earth's surface *is determined*.

15. All men are free by nature. All men are equal by nature. All men are independent by nature (*absolute phrase*). A man *may be subjected* to the political power of another. But no one can be this without his own consent.

16. Socrates was resolute in the prospect of death. His resolution *proceeded* from two sources. The one was, the consciousness of a well-spent life. The other was the prospect of a happy eternity.

SECTION II.—THE COMPLEX SENTENCE.

The subordinate clauses in a complex sentence are of three kinds,—*Noun*, *Adjective*, and *Adverbial*.

A *noun clause* is a clause which names a circumstance spoken of either as the subject or the object of a sentence; as, '*That we are mortal*' is true; 'He told me that *he had found his purse*.'

Noun clauses are generally introduced by the conjunction *that*.

An *adjective clause* is a clause which describes an object or a circumstance, and, like an adjective, qualifies a noun; as, '*The letter which you gave me* was from my brother.'

Adjective clauses are generally introduced by relative pronouns.

An *adverbial clause* is a clause which describes an action or a quality, and, like an adverb, modifies a verb, an adjective, or an adverb; as, '*The ostrich makes a loud hissing sound when it is enraged*.'

Adverbial clauses are generally introduced by subordinative conjunctions, and express *Time*, *Place*, *Manner*, *Cause*, *Effect*, *Degree*, *Condition*, and *Concession*.

1. NOUN CLAUSES.

Exercise 16.

Complete the following sentences by the addition of noun clauses:—

EXAMPLE.

The prisoner made it his excuse ____.

The prisoner made it his excuse *that he was ignorant of the new law*.

The proverb says —. It is often said —. History tells us —. From the structure of the duck's foot, it is evident —. With reference to the character of Cromwell, I am uncertain — or —. As to the railway accident, when I think —. I cannot understand —. Napoleon said of the English people —. “— I am nothing jealous.” “No observation is more common, and at the same time more true, than — | —.” “I have often thought, says Sir Roger, — | —.” In the note which Nelson sent ashore after the battle of Copenhagen, he remarked — if he could reconcile England and Denmark.

2. ADJECTIVE CLAUSES.

Exercise 17.

Complete the following sentences by the addition of adjective clauses:—

EXAMPLE.

I have greatly enjoyed the book —.

I have greatly enjoyed the book *which you lent me*.

The man — is to be envied. A book — is called a dictionary. Nothing — will induce me to change my opinion. The Act of Union — was passed in 1707. The Treaty of Utrecht — was concluded in 1713. The last constitutional event in the reign of William III. was the Act of Settlement —. “There's not a joy — like that —.” Elizabeth was the last sovereign of the House of Tudor —. “I may do that —.” There is no man — than James Watt —. The work — was Percy's “Reliques of Ancient English Poetry” —. Richard Arkwright — died in 1792. It would be hard to find a more illustrious example of that perseverance —, than is afforded by the career of George Stephenson —. The morality of an action depends upon the motive —.

3. ADVERBIAL CLAUSES.

Exercise 18.

Complete the following sentences by the addition of adverbial clauses expressing,—

- (a) Time. (b) Place. (c) Manner. (d) Degree.

EXAMPLE.

The cavalry retired more quickly ^(d) | ^(a).

The cavalry retired more quickly than they had advanced, when they saw the position of the enemy's artillery.

The triumphs of commerce are greater ^(d). We are ^(a)

always ready to confess our faults ^(a). The honest man ^(c)

speaks ^(c). The success of the adventure was as great ^(d) ^(b).

We often find friends ^(a). The orator says ^(c)

something worth listening to ^(a). The architect designed ^(c) ^(b)

the house ^(c). A talkative man makes mischief ^(d).

No man is so insignificant ^(d). Loveliness is adorned the ^(a) most ^(b).

Their route was marked with blood ^(b).

Nelson, though second in command, acted ^(c). Oh what ^(a)

a tangled web we weave ^(a). All their boats were ^(b)

manned and armed ^(b). The noise pursues me ^(d).

Vice is a monster of so frightful mien ^(a).

4. ADVERBIAL CLAUSES.

Exercise 19.

Complete the following sentences by the addition of adverbial clauses expressing,—

- (a) Cause. (b) Effect. (c) Condition. (d) Concession.

EXAMPLE.

We were all ready enough to ask advice, ____.
 We were all ready enough to ask advice, *although we seldom followed it.*

The mist was — thick _____. ____ serve yourself. I
 have been unable to write sooner _____. Many a man can
 speak French fluently _____. The garrison was forced to
 surrender _____. I should have endeavoured to save the
 boy's life _____. The French army was — completely
 surrounded _____. ____ he has never thanked me for it.
 ____ prepare to shed them now. ____ you ought not to
 treat him as if he were your enemy. Temptation is often
 — powerful _____. The general remained on the field till
 the battle was over _____. In solitude ____ I want likewise
 the counsel and conversation of the good.

5. ENLARGEMENT.

Exercise 20.

Enlarge the following sentences by introducing subordinate clauses :—

EXAMPLE.

The man of true fortitude may be compared to a castle built on a rock, _____. The man of a feeble spirit is like a hut placed on the shore, ____, ____.

The man of true fortitude may be compared to a castle built on a rock, *which defies the surrounding waters.* The man of a feeble spirit is like a hut placed on the shore, *which every wind shakes, and every tide overflows.*

1. Those good or bad habits —— generally go with us through life.
2. Nothing in this life —— is more estimable than knowledge.
3. It is one of the melancholy pleasures of an old man to recollect the kindness of friends ——.
4. Compassionate affections —— convey satisfaction to the heart.
5. Virtue —— must be habitually active.
6. An idle man cannot engage himself in any employment or profession, ——.
7. Arabia is destitute of navigable rivers ——, ——. The torrents —— are imbibed by the thirsty earth. The rare and hardy plants —— are nourished by the dews of the night.
8. Veturia —— at first hesitated to become intercessor ——. She feared that —— it would only show his disobedience in a new light ——. —— she was accompanied by Volumnia, her daughter-in-law, and her two children, and by many of the principal matrons of Rome. Coriolanus —— was resolved to give them a denial. He called his officers round him to be witnesses to the resolution ——. But —— he instantly came down from his tribunal to meet and embrace them. —— he seemed much agitated by contending passions. For a time he was silent ——. At length, ——, he flew to take up his mother ——. "O my mother," he cried, " —— thou hast lost thy son."

6. CONTRACTION.

Exercise 21.

Contract the following passages by omitting the subordinate clauses and making each sentence simple:—

EXAMPLE.

Socrates, though primarily attentive to the culture of his mind, was not negligent of his external appearance. His

cleanliness resulted from those ideas of order and decency, which governed all his actions.

Socrates was not negligent of his external appearance. His cleanliness resulted from his ideas of order and decency.

1. A horse, having been insulted by a stag, and finding himself unequal to his adversary, applied to a man for assistance. The request was easily granted; and the man, putting a bridle in his mouth, and mounting upon his back, soon came up with the stag, and laid him dead at his enemy's feet. The horse having thus gratified his revenge, thanked his assistant. "Now," said he, "I will return in triumph, and reign the undisputed lord of the forest."—"By no means," replied the man, "I shall have occasion for your services, and you must go home with me." So saying he led him to his hovel, where the unhappy steed spent the remainder of his days in laborious servitude; sensible, too late, that revenge may cost a great deal more than it is worth.

2. A youth, who lived in the country, and who had not acquired, either by reading or conversation, any knowledge of the animals which inhabit foreign regions, went to a neighbouring city to see an exhibition of wild beasts. "What is the name of that lovely animal," said he to the keeper, "which you have placed near one of the ugliest beasts in your collection, as if you meant to contrast beauty with deformity?"—"The animal which you admire," replied the keeper, "is called a tiger; and, notwithstanding the meekness of his looks, he is fierce and savage beyond description. But the other beast, which you despise, is in the highest degree docile, affectionate, and useful. For the benefit of man, he traverses the sandy deserts of Arabia, where drink and pasture are seldom to be found, and will continue several days without sustenance, yet still patient of labour. The camel, therefore (for such is the name given to this animal), is more worthy of your admiration than the tiger, notwithstanding the inelegance of his make, and the two bunches upon his back: for mere external beauty is of little esti-

mation; and deformity, when associated with amiable dispositions and useful qualities, should not preclude our respect and approbation."

7. EXPANSION.

Exercise 22.

Expand the following sentences by changing the form of the phrases and clauses, making each sentence complex:—

EXAMPLE.

The boy, *attentive to his studies*, is sure to excel.

The boy, *who is attentive to his studies*, is sure to excel.

A boy is sure to excel, *when he is attentive to his studies*.

A boy is sure to excel, *if he be attentive to his studies*.

1. *Shame being lost, all virtue is lost.*
2. *The king had never before committed an unjust action, but he dismissed his minister without inquiry.*
3. *He descended from his throne, and ascended the scaffold, and said, "Live, incomparable pair."*
4. *She was deprived of all but her innocence, and lived in a retired cottage with her widowed mother, and was concealed more by her modesty than by solitude.*
5. *The dry leaves rustled on the ground, and the chilling winds whistled by me, and gave me a foretaste of the gloomy desolation of winter.*
6. *The trees were cultivated with much care, and the fruit was rich and abundant.*
7. *The lion and the eagle are both possessed of great strength, and exercise dominion over their fellows of the forest.*
8. *All mankind must taste the bitter cup mixed by destiny.*
9. *Gentleness corrects everything offensive in our manners.*
10. *Some refused to come, but their places were soon filled by a multitude of delighted guests.*
11. *You have pleaded your incessant occupation: Exhibit the result of it.*

12. *Wicked men may multiply in number and increase in power*; but do not imagine, therefore, that Providence particularly favours them.

8. SYNTHESIS.

Exercise 23.

Combine the following simple into complex sentences, using the verb printed in *italics* as the verb of the principal clause:—

EXAMPLE.

Memory *is* of great moment. It *is* sometimes wanting. Then, the rest of our faculties are in a great measure useless (*so ... that*).

Memory *is* of so great moment that, when it *is* wanting, all the rest of our faculties are in a great measure useless.

1. Patience preserves composure within. Patience *resists* impressions from without. Trouble makes impressions from without.

2. Our sky seems settled and serene. In some unobserved quarter *gathers* the little black cloud. In the little black cloud the tempest ferments. In the little black cloud the tempest prepares to discharge itself on our head.

3. Camphor *is* a solid essential oil. It *is* obtained by boiling the wood of a species of laurel. This laurel abounds in certain parts of China and Japan.

4. Artesian wells *are* perpendicular borings. They *are* only a few inches in diameter. They *are* carried down. Some great natural reservoir of water *is* reached. A strong and permanent current of water *then* rushes up.

5. Sir Thomas More was laying his head upon the block. He *bade* the executioner stay. He put aside his beard. He said, "This has never committed treason."

6. The manners of individuals are generally determined by moral causes. A nation is nothing but a collection of individuals. The character of a nation will therefore much

depend on moral causes. This *must be evident* to the most superficial observer.

7. A farmer stepped into a field to mend a gap in one of the fences. At his return he *found* the cradle turned upside down. He had left his only child asleep in the cradle. The clothes were all torn and bloody. His dog was lying near the cradle besmeared also with blood.

8. He at once conceived that the dog had destroyed his child. He instantly *dashed* out the dog's brains with the hatchet in his hand.

9. He turned up the cradle. He found his child unhurt. He *found* an enormous serpent lying dead on the floor. The serpent had been killed by the faithful dog. The courage and fidelity of the dog preserved the life of the child. The courage and fidelity of the dog deserved a very different return.

10. After the battle of Worcester, Charles II. *mounted* into an oak tree. He did this for better concealment. He sheltered himself among the leaves and branches for twenty-four hours. The oak tree was long afterwards venerated as the *Royal Oak*.

11. Wife, children, kindred, friends, are objects of affection and endearment. Some persons have about them many such objects. Those persons generally *possess* good spirits.

12. There is a gentle wisdom. There is an artificial courtesy. The former is from above. The latter is learned in the school of the world. The latter the most frivolous and empty may possess. We *must not confound* the former with the latter.

13. The Star-Chamber Court is so called from the room in which it met. It *is said* to have been founded in the reign of Henry VII. This is usually said. This is not quite correctly said (*though*).

14. A person is addicted to play or gaming. He took but little delight in it at first (*though*). By degrees, he *gives* himself up entirely to it. It seems the only end of his being (*so ... that*).

15. Indulgence is due to the blindness and infirmities of the human species. We may survey the moral character of Cromwell with that indulgence (*if*). We *shall* then not be inclined to load his memory with violent reproaches. His enemies usually throw violent reproaches upon him (*such ... as*).

16. Excuses are made for William III. in connexion with the massacre of Glencoe. One is, that he did not read the warrant. Another is that he did not understand the warrant (*either ... or*). It is a fact that the warrant was signed with unusual care. It was signed both at top and bottom. Some persons had been most active in the affair. It is a fact that these persons were afterwards favoured and promoted. The excuses seem to be contradicted by the facts.

9. ABRIDGMENT.

Exercise 24.

Abridge the following passages by writing in each sentence the principal clause, and such phrases and subordinate clauses only as the sense may require :—

EXAMPLE.

Sir Philip Sidney, at the battle near Zutphen, was wounded by a musket-ball, which broke the bone of his thigh. He was carried to the camp, which was about a mile and a half distant. Being faint with the loss of blood, and probably parched with thirst, through the heat of the weather, he called for drink. It was immediately brought to him: but as he was putting the vessel to his mouth, a poor wounded soldier, who happened at that instant to be carried past him, looked up to it with wistful eyes. The gallant and generous Sidney took the bottle from his mouth, and delivered it to the soldier, saying, "Thy necessity is yet greater than mine."

Sir Philip Sidney was wounded by a musket-ball, which broke the bone of his thigh. He was carried to the camp.

Being faint with the loss of blood, he called for drink. As he was putting the vessel to his mouth, a poor wounded soldier looked up to it with wistful eyes. The gallant and generous Sidney delivered him the bottle, saying, "Thy necessity is yet greater than mine."

1. In one of those terrible eruptions of Mount *Ætna*, which have often happened, the danger of the inhabitants of the adjacent country was uncommonly great. To avoid immediate destruction from the flames, and the melted lava which ran down the sides of the mountain, the people were obliged to retire to a considerable distance. Amidst the hurry and confusion of such a scene (every one fleeing and carrying away whatever he deemed most precious), two brothers, in the height of their solicitude for the preservation of their wealth and goods, suddenly recollect ed that their father and mother, both very old, were unable to save themselves by flight. Filial tenderness triumphed over every other consideration. "Where," cried the generous youths, "shall we find a more precious treasure than they are, who gave us being, and who have cherished and protected us through life?" Having said this, the one took up his father on his shoulders, and the other his mother, and happily made their way through the surrounding smoke and flames. All who were witnesses of this dutiful and affectionate conduct, were struck with the highest admiration; and they and their posterity ever after called the path which these young men took in their retreat, "The Field of the Pious."

2. Among other excellent arguments for the immortality of the soul, there is one drawn from its perpetual progress toward perfection, without a possibility of ever arriving at it, which I do not remember to have seen opened and improved by others who have written on this subject, though it seems to me to carry very great weight with it. How can it enter into the thoughts of a man, that the soul, which is capable of such immense perfections, and of receiving new improvements to all eternity, shall fall away into nothing,

almost as soon as it is created? A brute arrives at a point of perfection that he can never pass: in a few years he has all the endowments he is capable of; and were he to live ten thousand more, would be the same thing he is at present. Were a human soul thus at a stand in her accomplishments; were her faculties to be full blown, and incapable of further enlargement: I could imagine she might fall away insensibly, and drop at once into a state of annihilation. But can we believe a thinking being, that is in a perpetual progress of improvement, and travelling on from perfection to perfection, after having just looked abroad into the works of her Creator, and made a few discoveries of His infinite goodness, wisdom, and power, must perish at her first setting out, and in the very beginning of her inquiries?

SECTION III.—THE COMPOUND SENTENCE.

The principal members of a compound sentence are co-ordinate with one another.

There are four kinds of co-ordination: Copulative, Alternative, Adversative, and Causative.

Copulative co-ordination is expressed by *and*. The one proposition is simply added to the other, and both are true; as, ‘He is a learned man, *and* his works are full of interest.’

Alternative co-ordination is expressed affirmatively by *either ... or*, and negatively by *neither ... nor*. The propositions exclude one another. When stated affirmatively, one of the contrasted statements is untrue. When stated negatively, both the contrasted statements are untrue; as, ‘He is *either* a learned man, *or* an uninteresting writer.’

If he is the one, he is *not* the other.

'He is *neither* a learned man, *nor* an interesting writer.'
If he is *not* the one, he is *not* the other.

Adversative co-ordination is expressed by *but*, or *yet*. It implies that the one proposition is contrary to what we should expect from the other; as, 'He is a learned man, *but* his writings are uninteresting;' 'His writings are uninteresting, *yet* he is a learned man.'

Since he is a learned man, we should expect his writings to be interesting, *but* (on the contrary) they are uninteresting.

Causative co-ordination is expressed by *for*. The second proposition states the cause of the truth of the first; as, 'As he is a learned man, we expected his writings to be interesting; *for* the works of learned men are generally so.'

1. ENLARGEMENT.

Exercise 25.

Complete the following compound sentences by the addition of co-ordinate clauses:—

- | | |
|-------------------------|-------------------------|
| (a) <i>Copulative.</i> | (c) <i>Adversative.</i> |
| (b) <i>Alternative.</i> | (d) <i>Causative.</i> |

EXAMPLE.

Every man desireth to live long ____.
Every man desireth to live long, *but no man would be old.*
The ground, in that dry season, was completely parched
^(a) _____. The people could place no reliance on the king's
^(d) word _____. The ship has gone down as stated _____.
His father was a sensible man _____. Whatever profession
^(c) he may enter, he is sure to succeed _____. One of the
^(d)

allies was already in the field _____. The workmen will
 (b) not gain by their obstinacy _____. The genius making me
 no answer, I turned about to address myself to him a second
 (c) time _____. Thus to relieve the wretched was his pride
 (a) _____. His grief for the doctor is inconsolable _____.
 Every man knows what he is _____. The sentence was
 (b) unjust _____.

2. CONTRACTION.

Exercise 26.

Contract the following sentences by omitting elements common to different clauses:—

EXAMPLES.

(a) Death does not spare the rich, and death does not forget the poor.

Death neither spares the rich nor forgets the poor.

(b) Food is a necessary of life, and air is a necessary of life.

Food and air are necessities of life.

Marlborough was a great general, but Marlborough was an unscrupulous man. Dryden was a great master of versification, and Pope was a great master of versification. The wall of China is evidence of a rich nation, and the wall of China is evidence of a populous nation, but the wall of China is also evidence of an effeminate nation. Men of courage defend themselves by the sword; but men of courage do not defend themselves by bulwarks. Diligence is a material duty of the young, and industry is a material duty of the young, and the proper improvement of time is a material duty of the young. Man sometimes mistakes his

best interests, and man sometimes pursues trifles with all his energies, and man sometimes considers trifles as the principal object of desire in this fleeting world. We should use the organs of speech as the instruments of understanding ; we should not use the organs of speech as the weapons of vice ; we should not use the organs of speech as the tools of folly. No vice is more criminal than lying ; no vice is meaner than lying ; no vice is more ridiculous than lying.

3. CONVERSION.

A compound sentence may be converted into a simple sentence, by making one of two principal clauses subordinate.

Alternative co-ordination is convertible with conditional subordination ; as,—

Compound.

He must *either* surrender himself, *or* submit to be outlawed.

Complex.

If he does not surrender himself, he must submit to be outlawed. *If* he does not wish to be outlawed, he must surrender himself. *If* he surrenders himself, he will not be outlawed.

Adversative co-ordination is convertible with concessive subordination ; as,—

Compound.

Fire is a good servant, *but* it is a bad master.

Complex.

Though fire is a good servant, it is a bad master.

Though fire is a bad master, it is a good servant.

Exercise 27.

Convert the following compound into complex sentences:—

The bookseller will either exchange the book, or he will return your money. He could not go with me, but he showed me the way. A soldier in time of peace is like a chimney in summer; but no man would pull down his chimney because it is the middle of June. Neither a borrower nor a lender be. Every man must either serve himself, or provide a substitute.

Blood, blood he found on every side,
But nowhere found his child.

This is madness, but there is method in it. Either every murmurer at government must be prevented from diffusing discontent, or there can be no peace. No dreamer of innovations may propagate his projects, or there will be no settlement. Murder has no tongue, but it will speak with most miraculous organ. The garrison must either capitulate, or run the risk of starvation. A man may be locked up in steel, but his conscience must not be corrupted with injustice, or he will be as if he were naked.

4. SYNTHESIS.**Exercise 28.**

*Combine the following simple into compound sentences, using the verbs printed in *italics* as the verbs of the principal clauses:—*

EXAMPLE.

The lion *crouches* in thickets. There buffaloes and other animals *come* for food and drink. One of them is near. Then he *springs* upon it with a furious bound. Seizing it in his strong claws, he *tears* it in pieces. He *devours* sometimes flesh and bones together.

The lion crouches in thickets, where buffaloes and other animals come for food and drink ; and, when one of them is near, he springs upon it with a furious bound ; seizing it in his strong claws, he tears it in pieces, and devours sometimes flesh and bones together.

1. A young gentleman was at one of the academies in Paris. He *ate* nothing but soup and dry bread. He *drank* only water.

2. The governor of the institution attributed this singularity to excess of devotion. He *reproved* his pupil. He *endeavoured* to persuade him to alter his resolution.

3. He found, however, that his remonstrances were ineffectual. He *sent* for the young gentleman again. He *observed* to him that such conduct was highly unbecoming. He observed to him that it was his duty to conform to the rules of the academy.

4. He then *endeavoured* to learn the reason of his pupil's conduct. The youth could not be prevailed upon to impart the secret. The governor *threatened* to send him back to his family.

5. "Sir," said the young man at last, "in my father's house I *eat* nothing but black bread. I eat very little of that. Here I *have* good soup. Here I have excellent white bread. I might fare luxuriously. I *cannot persuade* myself to take anything else. I reflect on the situation of my father and mother."

6. Johnson *invades* authors like a monarch. His conduct would be theft in other poets. It *is* only victory in him.

7. History *informs* the understanding by the memory. Something will happen. It shows us the like revolutions of former times. History *helps* us to judge of the future by the past.

8. The pictures drawn in our minds *are laid* in fading colours. They need to be sometimes refreshed. Otherwise, they *vanish*; otherwise, they *disappear*.

9. The Laplander *uses* the milk of the reindeer for food.

The Laplander uses the flesh of the reindeer for food. He uses its skin for clothing. He uses its skin for tents. He uses its skin for bedding. He *converts* its horns into spoons. He converts its sinews into thread. The reindeer is also extremely useful to him as a beast of draught. For this purpose it is harnessed to sledges.

10. The cohesion of the waters of the ocean is imperfect. They *cannot* therefore *be carried* round from west to east so rapidly as the solid land. The lagging waters *assume* the form of a current. This current flows from east to west. The name of the Equatorial Current has been given to it.

11. The Earl of Strafford passed from his apartment to Tower Hill. The scaffold was erected on Tower Hill. Strafford *stopped* under Laud's windows. He had long lived in intimate friendship with Laud. Awful moments were approaching. Strafford *entreated* the assistance of Laud's prayers in these awful moments.

12. Edgehill is in the county of Warwick. Charles I. *fell in* with the parliamentary forces there on the 23d of October 1642. There was a desperate struggle. Great mistakes were committed on both sides. The battle *ended*. Neither party obtained any decisive advantage.

13. At one time, workpeople *were* hostile to the introduction of cotton-spinning and other machines. They went about the country breaking them up (*so that*). Violent measures are no longer resorted to. Yet the introduction of a new machine in any factory or workshop *is* still *regarded* by many operatives with jealousy and alarm. They believe that it will throw them out of work.

14. The effect of machinery *is* to lessen the cost of production. This cheapens the price of the article. Consequently the demand for the article *increases*. This necessarily *causes* more machines to be used. This *creates* employment for a larger number of people than before.

15. Workmen wish to ascertain the true value of their labour. They *believe* this impossible so long as they work at the old wages. The master may really be underrating

their labour. After due inquiry they become convinced that it is so, (*if*). They *may* then fitly enough *resolve* to try the issue. They refuse to work unless at advanced wages.

16. A strike *is* thus a decisive experiment. But a strike is also an expensive experiment. Something else, therefore, *behoves* workpeople, before resorting to a strike. They may thereby bring evils upon themselves. They may thereby bring evils upon others. It behoves them to take due account of these evils. Their estimate of the market value of their labour may turn out to be a mistaken one. This is most likely. In this case especially they ought to take account of these evils.

5. DIRECT AND INDIRECT SPEECH.

Exercise 29.

Vary the construction of the following passages, by changing the first or second person into the third, or the third into the first or second:—

EXAMPLES.

1. "I thank thee," cried the dying consul; "and may the gods recompense thy piety. But as for me, all is over, and my part is chosen. Do not, therefore, by attempting to persuade a desperate man, lose the only means of procuring thine own safety."

The dying consul thanked him, and prayed that the gods might recompense him for his piety. But as for himself, he said that all was over, and that his part was chosen. He therefore entreated him not to lose the only means of procuring his own safety, by attempting to persuade a desperate man.

2. Xantippus told them that their armies had been hitherto overthrown, not by the strength of the enemy, but by the ignorance of their own generals. He therefore only required a ready obedience to his orders, and assured them of an easy victory.

"Allow me to tell you," said Xantippus, "that your armies have been hitherto overthrown, not by the strength of the enemy, but by the ignorance of your own generals. All, therefore, that I require is a ready obedience to my orders, and I assure you of an easy victory."

1. I come now to speak upon what, indeed, I would have gladly avoided, had I not been particularly pointed at, for the part I have taken in these proceedings. It has been said by a noble lord on my left hand, that I likewise am running the race of popularity. If the noble lord means by popularity, that applause bestowed by after-ages on good and virtuous actions, I have long been struggling in that race : to what purpose, all-trying time can alone determine. But if the noble lord means that mushroom popularity which is raised without merit, and lost without a crime, he is much mistaken in his opinion. I defy the noble lord to point out a single action of my life, in which the popularity of the times ever had the smallest influence on my determinations.

2. The decemvir then began to excuse himself, saying, that he was willing to give liberty to all deliberations upon the question, but could not bear an oration, which, leaving the point in debate, only seemed calculated to promote sedition : that he and his colleagues had received an unlimited power from the people, till the great work of forming the laws was finished, during which they were resolved to act to the extent of their power, and then would be answerable for their administration : he therefore demanded, that they should have the power of levying and commanding the forces that were to be sent against the enemy.

3. With regard to my poverty, the king has, indeed, been justly informed. My whole estate consists of a house of but mean appearance, and a little spot of ground, from which, by my own labour, I draw my support. But if, by any means, thou hast been persuaded to think that this poverty renders me of less consequence in my own country,

or in any degree unhappy, thou art greatly deceived. I have no reason to complain of fortune: she supplies me with all that nature requires; and if I am without superfluities, I am also free from the desire of them. With these, I confess I should be more able to succour the necessitous, the only advantage for which the wealthy are to be envied: but small as my possessions are, I can still contribute something to the support of the state, and the assistance of my friends.

4. Pericles maintained that they had failed in nothing of their duty, as they had given orders that the dead bodies should be taken up; that, if any one were guilty, it was the accuser himself, who, being charged with these orders, had neglected to put them in execution; but that he blamed nobody; and that the tempest, which came on unexpectedly at the very instant, was an unanswerable apology, and entirely discharged the accused from all guilt. He demanded that a whole day should be allowed them to make their defence,—a favour not denied to the most criminal; and that they should be tried separately.*

SECTION IV.—ARRANGEMENT IN SENTENCES.

The arrangement of words in sentences is either *grammatical* or *rhetorical*.

Grammatical arrangement is the order in which words are usually placed in speaking and writing.

Rhetorical arrangement is that order of the words, in which the emphatical members of the sentence are placed first.

The rhetorical arrangement is used chiefly in poetry and impassioned prose.

* These Exercises may be multiplied from any ordinary reading-book, or text-book of history.

The principal rules for arranging words in sentences are as follows :—

I. In sentences grammatically arranged, the subject or nominative is generally placed before the verb ; as, ‘The *birds* sing ;’ ‘*To obey* is better than sacrifice.’

In sentences rhetorically arranged, the subject or nominative is often placed after the verb ; as, ‘Shines forth the cheerful *sun* ;’ ‘Great is *Diana* of the Ephesians.’

The nominative is also placed after the verb in the following instances :—

1. When the sentence is interrogative ; as, ‘Do *riches* make men happy ?’
2. When the sentence is imperative ; as, ‘Go *thou*.’
3. When a supposition is expressed by an ellipsis ; as, ‘Were *it* true,’ for, ‘if it were true.’
4. When the sentence begins with *there*, *here*, *etc.* ; as, ‘There was a *commotion* among the people ;’ ‘Here are five *loaves*.’
5. In such parenthetical clauses as, *said he*, *replied they*, etc.

II. In sentences grammatically arranged, the adjective is generally placed before the noun which it qualifies ; as, ‘A *beautiful* tree ;’ ‘A *swift* horse.’

In sentences rhetorically arranged, the adjective, when it is emphatic, is sometimes placed at the beginning of the sentence ; as, ‘*Just* and *true* are all thy ways.’

The adjective is frequently placed after the noun in the following instances :—

1. When it is used as a title ; as ‘Alexander the *Great*.’
2. When other words depend upon it ; as, ‘A man *generous* to his enemies.’
3. When several adjectives belong to one noun ; as, ‘A man *wise*, *just*, and *charitable*.’

4. When the adjective expresses dimension ; as, 'A wall ten feet *high*.'
5. When it expresses the effect of an active verb; as, 'Vice renders men *miserable*'.
6. When a neuter verb comes between it and the noun or pronoun ; as, 'It seems *strange*'.

III. In sentences grammatically arranged, the active verb is generally placed before the word which it governs ; as, 'If you *respect* me, do not *despise* my friend.'

In sentences rhetorically arranged, the active verb is frequently placed after the word which it governs ; as, 'Silver and gold *have* I none.'

The active verb is also placed after relative pronouns ; as, 'He is a man whom I greatly *esteem*.'

IV. In sentences grammatically arranged, the infinitive mood is placed after the verb which governs it ; as, 'He loves *to learn*'.

In sentences rhetorically arranged, the infinitive mood, when emphatic, is placed before the word which governs it ; as, 'Go I must, whatever may ensue.'

V. Adverbs are generally placed immediately before or immediately after the words which they qualify ; as, 'Very good ;' 'He acted *wisely*'.

Adverbs, when emphatic, are sometimes placed at the beginning of a sentence ; as, 'How completely his passion has blinded him !'

1. TRANSPOSITION.

Exercise 30.

Vary the arrangement of the following sentences by transposing the members or clauses :—

EXAMPLE.

I had long before now repented of my roving course of life, but I could not free my mind from the love of travel.

Of my roving course of life I had long before now repented, but from the love of travel I could not free my mind.

I could not free my mind from the love of travel, though I had long before now repented of my roving course of life.

From the love of travel I could not free my mind, though of my roving course of life I had long before now repented.

1. The Roman state evidently declined in proportion to the increase of luxury.

2. For all that you think, and speak, and do, you must account at the last day.

3. The greatness of mind which shows itself in dangers and labours, if it wants justice, is blamable.

4. It is a fact, about which men now rarely differ, that the paper-mill and the printing-press are inventions for which we cannot be too thankful.

5. In all speculations upon men and human affairs, it is of no small moment to distinguish things of accident from permanent causes.

6. He who made light to spring from primeval darkness, will, at last, make order to rise from the seeming confusion of the world.

7. Early one summer morning, before the family was stirring, an old clock, that, without giving its owner any cause of complaint, had stood for fifty years in a farmer's kitchen, suddenly stopped.

8. Those things which appear great to one who knows nothing greater, will sink into a diminutive size, when he becomes acquainted with objects of a higher nature.

9. Let us not conclude, while dangers are at a distance, and do not immediately approach us, that we are secure, unless we use the necessary precautions to prevent them,*

* Exercises similar to those under this Section may be prescribed from the reading-lessons of the class.

2. RHETORICAL ARRANGEMENT.

Exercise 31.

Change the grammatical into the rhetorical arrangement in the following passages:—

EXAMPLE. .

You may set my fields on fire, and give my children to the sword ; you may drive myself forth a houseless, childless beggar, or load me with the fetters of slavery ; but you never can conquer the hatred I feel to your oppression.

My fields you may set on fire, my children you may give to the sword ; myself you may drive forth a houseless, childless beggar, or load with the fetters of slavery ; but the hatred I feel to your oppression conquer you never can.

1. All the Jews, who knew me from the beginning, if they would testify, know my manner of life from my youth, which was at the first among mine own nation at Jerusalem, that I lived a Pharisee after the straitest sect of our religion.

2. I shall neither attempt to palliate nor deny the atrocious crime of being a young man, which the honourable gentleman has with such spirit and decency charged upon me ; and I will not assume the province of determining whether youth can be attributed to any man as a reproach.

3. I weep for Cæsar, as he loved me ; I rejoice, as he was fortunate ; I honour him, as he was valiant ; but I slew him, as he was ambitious.

4. The Redeemer has made His followers free from the bondage of fear. He has disarmed death of his sting, by making an atonement for their sins ; and He has secured to them the victory over the grave, by rising as the first fruits of them that sleep.

5. Slavery ! disguise thyself as thou wilt, still, still, thou art a bitter draught ; and thou art no less bitter, though thousands in all ages have been made to drink of thee. Liberty ! it is thou, whom all worship in public or in private, whose taste is grateful, and ever will be so, till nature herself shall change. No tint of words can spot thy snowy mantle,

nor chymic power turn thy sceptre into iron. The swain, with thee to smile upon him as he eats his crust, is happier than his monarch, from whose court thou art exiled.

6. The noon of day is calm. The inconstant sun flies over the green hill. The stream of the mountain comes down red, through the stony vale. O Morar! thou wert tall on the hill; fair among the sons of the plain. Thy wrath was as the storm; thy sword, in battle, as lightning in the field. Thy voice was like thunder on distant hills. But how peaceful was thy brow when thou didst return from war! Thy face was like the sun after rain; calm as the breast of the lake when the loud wind is hushed into repose. Thy dwelling is narrow now; the place of thine abode is dark. O thou who wast so great before! I compass thy grave with three steps.

7. Thou wast, not long since, what I am now, one of the actors in this passing scene. I lent a pitying ear to all thy sighs, and my heaving bosom beat responsive to thy sad complaints. My tears were mingled with thine in the hour of affliction; and, when joy brightened thy countenance, my heart felt a kindred pleasure. I sat with thee, or walked by the way, and held sweet converse. My soul was knit to thee by the ties of cordial amity and soft endearment. Thou hast now left me to mourn the loss of thee in pensive silence. I drop the tender tear on thy hallowed grave, and bid thy sacred ashes rest in peace. I shall join thee in thy dark abode ere long, thy companion in the dust, till we be called forth to stand in our lot in the end of days. I was united to thee in life; I shall soon lie in the same cold arms of death; and (O transporting thought!) we shall rise together, to feel no more the agony of parting.

3. PROSE ARRANGEMENT.

Exercise 32.

Change the following passages of poetry into prose, making such alterations, both in arrangement and in structure, as the meaning and harmony of the sentences require:—

EXAMPLE.

A solitary blessing few can find;
Our joys with those we love are intertwined;
And he whose wakeful tenderness removes
Th' obstructing thorn which wounds the friend he loves,
Smooths not another's rugged path alone,
But scatters roses to adorn his own.

Few can find a solitary blessing; our joys are intertwined with those whom we love; and he whose wakeful tenderness removes the thorn which wounds his friend, not only smooths the rugged path of another, but scatters roses to adorn his own.

1. Heaven gives us friends to bless the present scene;
Resumes them, to prepare us for the next.
All evils natural are moral goods;
All discipline indulgence on the whole.
2. Never man was truly blest,
But it composed and gave him such a cast,
As folly might mistake for want of joy.
3. Riches are oft by guilt and baseness earned.
But for one end, one much neglected use,
Are riches worth our care (for nature's wants
Are few, and without opulence supplied);
This noble end is, to produce the soul;
To show the virtues in their fairest light,
And make humanity the minister
Of bounteous Providence.
4. But yonder comes the powerful king of day,
Rejoicing in the east. The lessening cloud,
The kindling azure, and the mountain's brow
Illumed with fluid gold, his near approach
Betoken glad. Lo! now, apparent all,
Aslant the dew-bright earth, and coloured air,
He looks in boundless majesty abroad;
And sheds the shining day, that burnished plays

On rocks, and hills, and towers, and wandering streams
High gleaming from afar.

5. No radiant pearl which crested fortune wears,
No gem, that twinkling hangs from beauty's ears,
Nor the bright stars, which night's blue arch adorn,
Nor rising suns, that gild the vernal morn,
Shine with such lustre, as the tear that breaks,
For others' woe, down Virtue's manly cheeks.
6. Fear not when I depart ; nor therefore mourn
I shall be nowhere, or to nothing turn ;
That soul which gave me life was seen by none,
Yet by the actions it designed was known ;
And though its flight no mortal eye shall see,
Yet know, for ever it the same shall be ;
That soul, which can immortal glory give
To her own virtues, must for ever live.
7. But most by numbers judge a poet's song ;
And smooth or rough, with them is right or wrong ;
In the bright muse, though thousand charms conspire,
Her voice is all these tuneful fools admire ;
Who haunt Parnassus but to please the ear,
Not mend their minds ; as some to church repair,
Not for the doctrine, but the music there.
8. 'Tis hard to say, if greater want of skill
Appear in writing, or in judging ill ;
But, of the two, less dangerous is the offence
To tire our patience, than mislead our sense ;
Some few in that, but numbers err in this ;
Ten censure wrong, for one who writes amiss.
A fool might once himself alone expose ;
Now one in verse makes many more in prose.
'Tis with our judgments as our watches, none
Go just alike, yet each believes his own.
9. Of chance or change, O let not man complain,
Else shall he never, never cease to wail ;

For, from the imperial dome, to where the swain
 Rears the lone cottage in the silent dale,
 All feel the assault of fortune's fickle gale ;
 Art, empire, earth itself, to change are doomed ;
 Earthquakes have raised to heaven the humble vale,
 And gulphs the mountain's mighty mass entombed,
 And where the Atlantic rolls wide continents have bloomed.

But sure to foreign climes we need not range,
 Nor search the ancient records of our race,
 To learn the dire effects of time and change,
 Which in ourselves, alas ! we daily trace.
 Yet at the darkened eye, the withered face,
 Or hoary hair, I never will repine :
 But spare, O Time, whate'er of mental grace,
 Of candour, love, or sympathy divine,
 Whate'er of fancy's ray or friendship's flame is mine.

SECTION V.—EXPRESSION OF IDEAS.

The same idea may be expressed in a variety of forms. We may vary the expression by using cognate words—that is, words from the same root, but of a different part of speech ; and by using synonymous words and phrases. Ideas are also suggested by the principle of association. The name of an object suggests the attributes, or qualities and actions, which distinguish that object. By this method, original sentences may be written.

1. COGNATE WORDS.

Exercise 33.

Vary the expression in the following sentences by changing the parts of speech :—

EXAMPLE.

1. *Wisdom* is better than riches. *To be wise* is better than *to be rich*. *The wise* are better than *the rich*.
2. Be *humble* in your whole *behaviour*. Always *behave* yourself *humbly*. *Behave* yourself with *humidity* on all occasions.
1. Piety and virtue will make our whole life happy.
2. Modesty is one of the chief ornaments of youth.
3. The eager and presumptuous are continually disappointed.
4. Friendly sympathy heightens every joy.
5. Praise is pleasing to the mind of man.
6. To deceive the innocent is utterly disgraceful.
7. A family where the great Father of the universe is duly reverenced, where parents are honoured and obeyed, and where brothers and sisters dwell together in affection and harmony, is surely a most delightful and interesting spectacle.
8. The man who distributes his fortune with generosity and prudence, is amply repaid by the gratitude of those whom he obliges.
9. Men are too often ingenious in making themselves miserable, by aggravating to their own fancy the evils which they endure. They compare themselves with none but those whom they imagine to be more happy, and complain that upon them alone has fallen the whole load of human sorrows. Would they look with a more impartial eye on the world, they would see themselves surrounded with sufferers, and find that they are only drinking out of that mixed cup which Providence has prepared for all.

2. EQUIVALENT WORDS AND PHRASES.

Exercise 34.

Vary the expression in the following sentences by using equivalent words and phrases:—

EXAMPLE.

Wrath kindles wrath. Anger inflames anger. Strife begets strife. One angry passion excites another.

1. The avaricious man has no friend.
2. It is not easy to love those whom we do not esteem.
3. Few have courage to correct their friends.
4. Passion swells by gratification.
5. The great source of pleasure is variety.
6. Knowledge is to be gained only by study.
7. Listen to the affectionate counsels of your parents; treasure up their precepts; respect their riper judgment; and enjoy, with gratitude and delight, the advantages resulting from their society.
8. Come, let us go forth into the fields; let us see how the flowers spring; let us listen to the warbling of the birds, and sport ourselves upon the new grass. The winter is over and gone; the buds come out upon the trees, and the green leaves sprout. The young animals of every kind are sporting about; they feel themselves happy; they are glad to be alive; they thank Him that has made them live. They can thank Him in their hearts, but we can thank Him with our tongues. The birds can warble, and the young lambs can bleat; but we can open our lips in His praise: we can speak of all His goodness. Therefore we will thank Him for ourselves, and we will thank Him for those that cannot speak.
9. Sir Isaac Newton possessed a remarkably mild and even temper. This great man, on a particular occasion, was called out of his study to an adjoining apartment. A little dog, named Diamond, the constant but incurious attendant of his master's researches, happened to be left among the papers, and threw down a lighted candle, which consumed the almost finished labours of some years. Sir Isaac soon returned, and had the mortification to behold his irre-

parable loss. But with his usual self-possession he only exclaimed, "Oh, Diamond! Diamond! thou little knowest the mischief thou hast done."

3. DERIVATIVES.

Exercise 35.

Make out a list of derivatives from the following primitive words, and then write a sentence, either quoted or original, containing each of them:—

EXAMPLE.

ACT:—Actor, actress, action, active, activity, actively, actual, actually, actuary, actuate, counteract, enact, exact; exactly, exactor, exactness, exaction, inaction, inactive, inactivity, overact, react, reaction, transact, transaction.

I scarcely know how to *act* in the matter. Like a dull *actor* now, I have forgot my part. Who is the most distinguished *actress* of the present day? Both the body and the mind should be kept in *action*. The steward is an *active* man of business. Do not remit your *activity*. We are all *actively* employed. Every man is daily guilty of *actual* transgression. How often is old age *actually* arrived before we suspect it. The *actuary* of the court died very lately. Our passions too frequently *actuate* our conduct. *Counteract* the mischief by doing all the good you can. It is *enacted* in the laws of Venice. I now *exact* the penalty. John was here *exactly* at the hour. *Exactions* and *exactors* overspread the land. You have performed the task with great *exactness*. I lie in a refreshing kind of *inaction*. *Inactive* youth will be followed by profitless old age. Virtue concealed is *inactivity* at best. You *overact* when you should underdo. The son *reacts* the father's crimes. The action and *reaction* are equal. My father *transacted* business in the office to-day. Give me a minute account of all your *transactions*.

1. Art.	5. Firm.	9. Mediate.	13. Note.
2. Cede.	6. Heir.	10. Migrate.	14. Part.
3. Claim.	7. Join.	11. Mission.	15. Pure.
4. Err.	8. Just.	12. Move.	16. Serve.*

4. ATTRIBUTES.

Exercise 36.

Make out a list of adjectives and verbs which may be used with the following nouns, and then write a sentence, either quoted or original, containing each of them:—

EXAMPLE.

MAN:—Brave, civil, contentious, deceitful, eminent, foolish, generous, humane, learned, natural, notorious, peculiar, virtuous: Acquit, become, condemn, deny, involve, oppose, polish, quarrel, reason, sleep, vex, work.

A *brave* man fears no danger. The man at the gate was very *civil*. A *contentious* man is a disagreeable companion. We can place no confidence in a *deceitful* man. My agent is a very *eminent* man. Go from the presence of a *foolish* man. True charity makes men *generous* and *humane*. Our clergyman is a very *learned* man. The *natural* man receiveth not the things of the spirit. The man is *notorious* for his wickedness. There is something *peculiar* about the man. A *virtuous* man will shun even the appearance of evil. *Acquit* yourselves like men. I dare do all that may *become* a man. *Condemn* no man unheard. I *deny* that I am the man. Few men have been *involved* in greater difficulties. Let us boldly *oppose* them, man to man. A man's manners are *polished* by intercourse with good society. It little becomes erring man to *quarrel*. Man *reasons*, brutes act from instinct. Man dies to us, but he only *sleeps* to God. Men *vex* themselves in vain. Nature in men capricious souls hath *wrought*.

* These Exercises may be greatly increased in number, if the Pupil has any knowledge of Greek and Latin primitives.

1. Apple.	5. Elephant.	9. Manner.	13. Song.
2. Bread.	6. Face.	10. Night.	14. Way.
3. Change.	7. Habit.	11. Piety.	15. Word.
4. Death.	8. Law.	12. River.	16. Zeal.*

5. SYNONYMES.

Exercise 37.

Collect the *synonymes* of the following words, and write a sentence, either quoted or original, containing each of them :—

EXAMPLE.

HOUSE :—Building, dome, edifice, fabric, pile, structure, abode, dwelling, habitation, mansion, residence, family.

Houses are built to live in, not to look on. This *building* was erected at great expense. Approach the *dome*, the social banquet share. The *edifice* was too large for them to fill. The oldest *fabric* in the neighbourhood is situated among these trees. The *pile* overlooked the town, and drew the sight. There stands a *structure* of majestic frame. But I know thy *abode*, and thy going out and thy coming in. His *dwelling* is low in a valley green. He through their *habitations* walks, to mark their doings. He left his wife, his children, his *mansion*, and his titles. These ruins were once the *residence* of a king. The night made little impression on myself; but I cannot answer for my whole *family*.

1. Adorn.	5. Comfort.	9. King.	13. Sea.
2. Adversary.	6. Command.	10. Mock.	14. Stroke.
3. Billow.	7. Deceive.	11. Name.	15. Work.
4. Class.	8. Gallant.	12. Peasant.	16. Yoke.†

* These Exercises may be varied, by causing the Pupils to make out lists of nouns which may be used with verbs, adverbs which may be used with adjectives, etc.

† With advanced Pupils, the synonymes may be arranged into *common*, *poetical*, *technical*, *scientific*, etc.

6. VARIETY OF EXPRESSION AND STRUCTURE.**Exercise 38.**

Vary both the expression and the structure of the following sentences:—

EXAMPLE.

A wolf let into the sheepfold will devour the sheep. A wolf being let into the sheepfold, the sheep will be devoured. If we let a wolf into the fold, the sheep will be devoured. The wolf will devour the sheep, if the sheepfold be left open. If the fold be not shut, the wolf will devour the sheep. Slaughter will be made amongst the sheep, if the wolf get into the fold.

1. He who lives always in the bustle of the world, lives in a perpetual warfare.
2. The spirit of true religion breathes gentleness and affability.
3. Industry is not only the instrument of improvement, but the foundation of pleasure.
4. The advantages of this world, even when innocently gained, are uncertain blessings.
5. Charity consists not in speculative ideas of general benevolence, floating in the head, and leaving the heart, as speculations too often do, untouched and cold.
6. The squadron, if it merit that name, consisted of no more than three small vessels, having on board ninety men, mostly sailors, together with a few adventurers. The admiral steered directly for the Canary Islands, and then, holding his course due west, left the usual track of navigation, and stretched into unfrequented and unknown seas. The first day, as it was very calm, he made but little way; but on the second he lost sight of land; and many of the sailors, already dejected and dismayed, began to beat their breasts and to shed tears. Columbus comforted them with the assurance of success, and the prospect of vast wealth in

those opulent regions whither he was conducting them. After a voyage of four weeks, the presages of land became so numerous and promising, that, having offered up public prayers for success, he ordered the sails to be furled, and strict watch to be kept, lest the ships should be driven ashore in the night. A little after midnight the joyful sound of *land, land*, was heard from the mast-head; and, as soon as morning dawned, they beheld an island about two leagues to the north, whose flat and verdant fields, well stored with wood, and watered with many rivulets, presented to them the aspect of a delightful country. As soon as the sun arose, all the boats were manned and armed, and they rowed towards the coast with their colours displayed, war-like music, and other martial pomp. Columbus was the first European who set foot in the New World which he had discovered: he landed in a rich dress, and with a naked sword in his hand. His men followed, and kneeling down, they all kissed the ground they had so long desired to see. They next erected a crucifix, and, prostrating themselves before it, returned thanks to God for conducting their voyage to such a happy issue.

PART III.—THE PARAGRAPH.

A Paragraph is a series of sentences relating to the same subject.

The chief qualities to be attended to in the construction of a paragraph are *Completeness* and *Continuity*.

Completeness requires that everything necessary to the full understanding of the subject of the paragraph should be clearly expressed. It also requires the omission of everything which does not bear directly on that subject.

Continuity requires that the ideas should be so arranged, and that the sentences should be so constructed, as to carry the line of thought naturally and suggestively through the paragraph.

A paragraph may be *Descriptive*, setting forth the nature of particular objects or ideas; or *Narrative*, detailing a course of events. Description deals with objects at rest; Narration, with objects in motion.

SECTION I.—DESCRIPTION.

A *Descriptive* Paragraph should explain *what an object is*, whether it be a person, a place, a substance, or a quality. It should embrace everything which it is necessary to know in order to form a clear conception of its nature. It should therefore specify the class or genus to which it belongs, its properties, its character, and the uses to which it is applied.

1. COMBINATION OF WORDS.

Exercise 39.

Let one Pupil name a subject, and each of the others successively give an appropriate word or phrase; and let these be embodied in sentences, so as to make a connected paragraph:—

EXAMPLE.

Name a subject. *The horse.* A noun common to the horse and all other animals of the same kind? *Quadruped.* An adjective descriptive of some property in the horse?

Beautiful. An adverb to increase the signification of beautiful? *Most.* Is the horse the most beautiful of quadrupeds? He *appears* to be so.

The horse, quadruped, beautiful, most, appears.

A noun which refers to the largeness or smallness of the horse? *Size.* A noun applicable to his *skin?* *Smoothness.* A noun applicable to his *motions?* *Ease.* A noun applicable to his *shape?* *Symmetry.* Adjectives descriptive of the horse, to qualify these nouns? *Fine, glossy, graceful, exact.* What do all these properties entitle the horse to? *Distinction.*

Size, skin, smoothness, motions, ease, shape, symmetry, fine, glossy, graceful, exact, entitle, distinction.

Of all quadrupeds the horse appears to be the most beautiful. His fine size, the glossy smoothness of his skin, the graceful ease of his motions, and the exact symmetry of his shape, entitle him to this distinction.

1. Ostrich.	4. Copper.	7. Sun.	10. Rain.
2. Whale.	5. Man.	8. Moon.	11. Earth.
3. Gold.	6. Body.	9. Air.	12. Wood.

2. COMBINATION OF IDEAS.

Exercise 40.

Let the Teacher propose a subject, and each Pupil express an idea upon it; and let these be embodied in sentences, so as to make a connected paragraph:—

EXAMPLE.

Write about *Silver*. Name some of its properties. *It is brilliant. It is sonorous. It is ductile.* Where is it found? *In various parts of the world; particularly in South America; at Potosi.* What are its uses? *It is coined into money. It is manufactured into silver-plate.*

Silver is a brilliant, sonorous, and ductile metal. It is found in various parts of the world, and particularly at Potosi in South America. It is coined into money, and manufactured into silver-plate.

- | | | | |
|----------|--------------|-----------|---------------|
| 1. Iron. | 4. Silkworm. | 7. Tiger. | 10. Pyramids. |
| 2. Oak. | 5. Corn. | 8. Day. | 11. Soul. |
| 3. Bee. | 6. Paper. | 9. Music. | 12. Wisdom. |
-

3. DESCRIPTION FROM HEADS.

Exercise 41.

Let the Pupil write from the following hints, expressing the ideas in sentences of his own construction and arrangement:—

EXAMPLE.

The Reindeer; in what countries found; importance to the inhabitants; what animals it supplies the place of; in what respects; what got from it; what trained to draw; mode of travelling.

The reindeer is a native of the icy regions of the north, where, by a wise and bountiful arrangement of Providence, it exists for the support and comfort of a race of men, who would find it impossible to subsist among their frozen lakes and snowy mountains, without the advantages which they derive from this inestimable animal. To the Laplanders, the horse, the cow, and the sheep, are unknown; but the reindeer supplies the place of them all. It supplies the place of the horse, in carrying them over tracts that would otherwise be impassable; that of the cow, in affording them milk; and that of the sheep, in clothing them. Its flesh affords excellent food; its very sinews supply them with thread; and there is scarcely any part of the animal that is not, in some way, conducive to their comfortable existence. The reindeer are, at an early age, taught to draw the sledge,

which is an extremely light sort of carriage, that can be used only in winter, when the ground is covered with snow. The person who sits in it, guides the animal with a cord fastened to its horns, and drives it with a goad. The Laplander will in this manner travel about thirty miles a day, without forcing the reindeer to make any extraordinary effort.

1. The Camel; where found; the varieties of this animal found in some countries; description of countries in which found; what got from it; what its special use; how adapted for travelling; its docility; anecdotes of the camel.

2. The Cotton-plant; where cultivated; how raised; what it yields; how produce gathered; how prepared; cotton-manufactures; where carried to greatest perfection; by what means; improvers of cotton-manufactures; influence upon comfort, habits, and civilisation of mankind.

3. Who are our neighbours; in a literal sense; in the Scriptural sense; who taught us this; in what parable; what gave rise to it; the circumstances of the parable; the practical lessons which it teaches.

4. A Waterfall; the surrounding country; the approach; the stream above; the banks; the precipice; the fall; the noise; the foam; the mist; the pool beneath; the course; a comparison; a quotation.

SECTION II.—NARRATION.

A *Narrative Paragraph* should detail a sequence of events.* As a rule, the events should be narrated in the order of their occurrence. But every series of events tends towards a general result. It is often necessary, therefore, to depart from the order of time, to make the general result, or ultimate issue, more effective.

* It may be defined as an answer to the question, "*What happened?*"

1. ABRIDGMENT.**Exercise 42.**

Let the Pupil abridge the following passages, expressing the ideas in sentences of his own construction and arrangement:—

EXAMPLE.

Alfred, reduced to extremity by the Danes, who were spreading devastation all over England, was obliged to relinquish the ensigns of his dignity, to dismiss his servants, and to seek shelter, in the meanest disguise, from the pursuit and fury of his enemies. He concealed himself under a peasant's habit, and lived some time in the house of a neat-herd, who had been intrusted with the care of some of his cows. There passed here an incident, which has been recorded by all the historians, and was long preserved by popular tradition; though it contains nothing memorable in itself, except so far as every circumstance is interesting which attends so great virtue and dignity reduced to so much distress. The wife of the neat-herd was ignorant of the condition of her guest; and, observing him one day busy by the fireside in trimming his bow and arrows, she desired him to take care of some cakes which were toasting, while she was employed elsewhere in other domestic affairs. But Alfred, whose thoughts were otherwise engaged, neglected the injunction; and the good woman, on her return, finding her cakes burned, rated the king very severely, and upbraided him, that he seemed very well pleased to eat her warm cakes, though he was thus negligent in toasting them.

Abridged Paragraph.

Alfred, having been driven from his throne by the Danes, was forced to seek refuge, under the disguise of a peasant, in the house of one of his own neat-herds. Here occurred an incident, which both tradition and history have preserved. One day, as Alfred was sitting by the fire trimming his bow and arrows, the wife of his host, who did not know that he was the king, desired him, while she was otherwise occupied,

to attend to some cakes that were toasting ; an injunction which the monarch, who was thinking of far different matters, neglected to obey. " You have allowed the cakes to burn, by your carelessness," said the good woman, on her return ; " but you seem always very well pleased to eat them."

1. Dionysius, the tyrant of Sicily, was far from being happy, though he abounded in riches, and all the pleasures which riches can procure. Damocles, one of his flatterers, was one day complimenting him on his power, his treasures, and his royal magnificence, and affirming that no monarch ever was greater or happier than he. " Hast thou a mind, Damocles," says the king, " to taste this happiness, and know, by experience, what the enjoyments are of which you have so high an idea ? " Damocles gladly accepted the offer. Upon this the king ordered that a royal banquet should be prepared for him, and a gilded couch, covered with rich embroidery. Sideboards, loaded with gold and silver plate of immense value, were arranged in the apartment. Pages of extraordinary beauty were ordered to attend his table, and to obey his commands with the greatest readiness and the most profound submission. Fragrant ointments, chaplets of flowers, and rich perfumes, were added to the entertainment. The table was loaded with the most exquisite delicacies of every kind. Damocles was intoxicated with pleasure. But in the midst of all his happiness, as he lay indulging himself in state, he sees let down from the ceiling, exactly over his head, a glittering sword hung by a single hair. The sight of impending destruction put a speedy end to his joy and revelling. The pomp of his attendants, the glitter of the carved plate, and the delicacy of the viands, ceased to afford him any pleasure. He dreads to stretch forth his hand to the table. He throws off the garland of roses. He hastens to remove from his dangerous situation ; and earnestly entreats the king to restore him to his former humble condition, having no desire to enjoy any longer a happiness so terrible.

2. A nightingale, that all day long
Had cheered the village with his song,
Nor yet at eve his note suspended,
Nor yet when eventide was ended,
Began to feel, as well he might,
The keen demands of appetite ;
When, looking eagerly around,
He spied far off, upon the ground,
A something shining in the dark,
And knew the glow-worm by his spark.
So, stooping down from hawthorn top,
He thought to put him in his crop.
The worm, aware of his intent,
Harangued him thus, right eloquent :
“ Did you admire my lamp,” quoth he,
“ As much as I your minstrelsy,
You would abhor to do me wrong,
As much as I to spoil your song :
For ‘twas the self-same Power divine
Taught you to sing, and me to shine ;
That you with music, I with light,
Might beautify and cheer the night.”
- The songster heard this short oration,
And warbling out his approbation,
Released him, as my story tells,
And found a supper somewhere else.
Hence jarring sectaries may learn
Their real interest to discern ;
That brother should not war with brother,
And worry and devour each other ;
But sing and shine with sweet consent,
Till life’s poor transient night is spent ;
Respecting, in each other’s case,
The gifts of nature and of grace.

3. Philip, king of Macedon, is celebrated for an act of private justice, which does greater honour to his memory than all his public victories. A certain soldier in the

Macedonian army had, in various instances, distinguished himself by extraordinary acts of valour, and had received many marks of Philip's approbation and favour. On a particular occasion, he embarked on board a vessel, which was wrecked in a violent storm, and he himself cast on the shore naked and helpless, with scarcely any signs of life. A Macedonian, whose lands were contiguous to the sea, came opportunely to be witness of his distress, and with all possible tenderness flew to the relief of the unhappy stranger. He bore him to his house, laid him on his bed, revived, cherished, and comforted him; and, for forty days, supplied him freely with all the necessaries and conveniences which his languishing condition could require. The soldier, thus happily rescued from death, was incessant in the warmest expressions of gratitude to his benefactor, and assured him of his interest with the king, and of his resolution to obtain for him, from the royal bounty, the noble returns which such extraordinary benevolence deserved. He was at length completely recovered, and was supplied by his kind host with money to pursue his journey. Some time after, he presented himself before the king; he recounted his misfortunes, magnified his services, and, having looked with an eye of envy on the possessions of the man who had preserved his life, was so devoid of every feeling of gratitude, as to request the king to bestow upon him the houses and lands where he had been so kindly and so tenderly entertained. Unhappily, Philip, without examination, inconsiderately granted his infamous request. The soldier then returned to his preserver, and repaid his kindness by driving him from his settlement, and taking immediate possession of all the fruits of his honest industry. The poor man, stung with this instance of unparalleled ingratitude, boldly determined to seek relief; and, in a letter addressed to Philip, represented his own and the soldier's conduct in a lively and affecting manner. The king was instantly fired with indignation: he ordered that justice should be done without delay; that the possessions should be immediately restored to the man, whose charitable offices

had been thus horribly repaid; and that the soldier should be seized, and have these words branded on his forehead, "The Ungrateful Guest."

4. Oft has it been my lot to mark
A proud, conceited, talking spark,
With eyes that hardly served at most
To guard their master 'gainst a post;
Yet round the world the blade had been,
To see whatever could be seen.
Returning from his finished tour,
Grown ten times perter than before;
Whatever word you chance to drop,
The travelled fool your mouth will stop:
"Sir, if my judgment you'll allow—
I've seen—and sure I ought to know"—
So begs you'd pay a due submission,
And acquiesce in his decision.
Two travellers of such a cast,
As o'er Arabia's wilds they passed,
And on their way, in friendly chat,
Now talked of this, and then of that,
Discoursed a while, 'mongst other matter,
Of the chameleon's form and nature.
"A stranger animal," cries one,
"Sure never lived beneath the sun:
A lizard's body lean and long,
A fish's head, a serpent's tongue,
Its foot with triple claw disjoined,
And what a length of tail behind!
How slow its pace! and then its hue—
Who ever saw so fine a blue?"
"Hold there," the other quick replies,
"Tis green—I saw it with these eyes,
As late with open mouth it lay,
And warmed it in the sunny ray;
Stretched at its ease the beast I viewed,
And saw it eat the air for food."

"I've seen it, sir, as well as you,
And must again affirm it blue;
At leisure I the beast surveyed,
Extended in the cooling shade."
"Tis green, 'tis green, sir, I assure ye."
"Green!" cries the other in a fury—
"Why, sir, d'ye think I've lost my eyes?"
"Twere no great loss," the friend replies;
"For, if they always serve you thus,
You'll find them but of little use."

So high at last the contest rose,
From words they almost came to blows;
When luckily came by a third:
To him the question they referred;
And begged he'd tell them if he knew,
Whether the thing was green or blue.
"Sirs," cries the umpire, "cease your pother;
The creature's neither one nor t'other:
I caught the animal last night,
And viewed it o'er by candle-light:
I marked it well—'twas black as jet—
You stare—but, sirs, I've got it yet,
And can produce it." "Pray, sir, do;
I'll lay my life the thing is blue."
"And I'll be sworn, that when you've seen
The reptile, you'll pronounce him green."
"Well then, at once to ease the doubt,"
Replies the man, "I'll turn him out;
And when before your eyes I've set him,
If you don't find him black, I'll eat him."
He said; then full before their sight
Produced the beast, and, lo! 'twas white!
Both stared; the man looked wondrous wise.
"My children," the chameleon cries,
(Then first the creature found a tongue,)
"You all are right, and all are wrong;
When next you talk of what you view,

Think others see as well as you :
Nor wonder if you find that none
Prefers your eyesight to his own."

2. AMPLIFICATION.

Exercise 43.

Let the pupil amplify the following passages, expressing the ideas in sentences of his own construction and arrangement :—

EXAMPLE.

A boy, greatly smitten with the colours of a butterfly, pursued it with indefatigable pains, and made every effort to capture it. At length he caught it in the cup of a tulip, and in his ardour crushed it to pieces. The dying insect said to him that all pleasure was like a painted butterfly. If he embraced it too greedily, it would perish in his grasp.

Paragraph.

A boy, greatly smitten with the colours of a butterfly, pursued it from flower to flower with indefatigable pains. First he aimed to surprise it among the leaves of a rose; then attempted to cover it with his hat, as it was feeding on a daisy; now hoped to secure it as it rested on a sprig of myrtle; and next grew sure of his prize, perceiving it to loiter on a bed of violets. But the fickle fly, continually changing from one blossom to another, still eluded his attempts. At length, observing it half-buried in the cup of a tulip, he rushed forward, and, snatching it with violence, crushed it to pieces. The dying insect, seeing the poor boy chagrined at his disappointment, addressed him with all the calmness of a stoic, in these words :—" Behold now the end of thy unprofitable solicitude ! and learn, for the benefit of thy future life, that all pleasure is but a painted butterfly ; which, although it may serve to amuse thee in the pursuit, if embraced with too much ardour, will perish in thy grasp."

1. A fox, being inclined to play a practical joke upon his neighbour the stork, asked him to dinner, which he caused to be served up in broad shallow dishes. The stork, perceiving the trick, took no notice, but, at parting, pressed the fox very much to return the visit. When the day arrived, and he repaired to his appointment, reynard was very much displeased to see the dinner served up in long narrow-necked glasses. "They that cannot take a jest," said the stork, "should never make one."

2. Alexander the Great, having taken Sidon, ordered one of his generals to bestow the crown upon the citizen who seemed to be most worthy, when he offered it to two brothers in whose house he was quartered. Both, however, refused it, stating that it was contrary to the laws for any one to wear the crown, who was not of the royal family, and, at the same time, recommending Abdolonymus, whom misfortune had reduced to the necessity of cultivating a small garden in the suburbs of the city. Abdolonymus was weeding his garden, when the messengers went to him, and at first thought that they were insulting his poverty, when they saluted him as king; but at last he was prevailed upon to go to the palace, and accept the regal office. Pride and envy created him so many enemies, that Alexander sent for him, and inquired with what temper of mind he had borne his poverty. "I pray," replied Abdolonymus, "that I may bear my crown with equal moderation." Alexander was so highly pleased with his answer, that he confirmed him in the throne, and added a neighbouring province to his government.

3. Once I beheld a captive, whom these wars
Had made an inmate of the prison-house,
Cheering with wicker-work (that almost seemed
To him a sort of play) his dreary hours.
I asked his story: in my native tongue
(Long use had made it easy as his own),
He answered thus:—Before these wars began,
I dwelt upon the willowy banks of Loire:

I married one, who, from my boyish days,
Had been my playmate. One morn,—I'll ne'er forget!—
While busy choosing out the prettiest twigs,
To warp a cradle for our child unborn,
We heard the tidings, that the conscript lot
Had fallen on me: it came like a death-knell,
The mother perished, but the babe survived;
And ere my parting day, his rocking couch
I made complete, and saw him sleeping smile,—
The smile that played upon the cheek of her
Who lay clay-cold. Alas! the hour soon came
That forced my fettered arms to quit my child:
And whether now he lives to deck with flowers
The sod upon his mother's grave, or lies beneath it
By her side, I ne'er could learn:
I think he's gone; and now I only wish
For liberty and home, that I may see,
And stretch myself, and die upon that grave.

4. Androcles, the slave of a noble Roman, who was pro-consul of Africa, having fled into the deserts to escape punishment for some offence, went into a cave, in which he had scarcely seated himself, when a huge lion entered, and, coming up to him, laid its paw upon his lap. When he had recovered from his fright, he pulled out a large thorn, which he observed had caused the lion's foot to swell; upon which the grateful animal went away, and soon after returned with a fawn, which it had just killed. For many days he was supported in the same manner; till, tired of this savage society, he determined to give himself up to his master. He was condemned to fight with wild beasts in the amphitheatre at Rome. When the day at last arrived, and everything was ready, a monstrous lion sprang from its den; but it no sooner saw Androcles, than it fell to the ground, and began to lick his feet. It was his friend of the African deserts; and the spectators having heard the story, interceded for the slave, who was immediately set at liberty, and received the lion as a present. He used to lead it through the streets

of Rome, the people saying to one another, as they passed, "This is the lion, who was the man's host ; this is the man, who was the lion's physician."

3. NARRATION FROM HEADS.

Exercise 44.

Write narrative paragraphs from the following detached sentences :—

EXAMPLE.

Cincinnatus.

Cincinnatus was chosen consul.

He had for some time lived in retirement, cultivating a small farm.

He regretted that his assistance should be required.

He resolved to side with neither the patrician nor the plebeian faction.

Having restored tranquillity, he returned home.

An assembly having been appointed for choosing another consul, the senate fixed upon Quintius Cincinnatus. This noble Roman had, for some time, given up all views of ambition, and retired to a little farm, where the deputies of the senate found him holding the plough, and dressed in the humble attire of a labouring husbandman. Preferring the charms of country retirement to the fatiguing splendours of office, he appeared but little elevated by the dignity which was offered to him, and rather testified a concern that his aid should be wanted. Having taken a tender leave of his wife, he departed for the city, where he found the two parties violently inflamed against each other. The new consul, however, resolved to side with neither ; but, by a strict attention to the interests of his country, instead of gaining the confidence of faction, endeavoured to secure the esteem of all. By his moderation, humanity, and justice, he at length

restored to the people that tranquillity which he so much loved himself; when he again renounced the splendours of ambition, and returned with increasing relish to the enjoyment of his farm.

1. Cincinnatus was chosen dictator.

He was the only person on whom his countrymen could depend.

As before, he was found labouring in his field.

He was astonished, but not elated, by the unbounded power offered to him.

He nominated Tarquitius, another poor man, his master of the horse.

Cincinnatus delivered his country, and resigned the dictatorship in fourteen days.

He was content with temperance and fame.

2. The city of Falerii was besieged by Camillus, general of the Romans.

A schoolmaster decoyed the children of the principal citizens into the Roman camp.

He told Camillus that the possession of these children would soon make the citizens surrender.

Camillus replied, that the Romans loved courage, but hated treachery.

He ordered the schoolmaster to be whipt into the city by the boys.

The citizens immediately submitted to the Romans.

3. The city of Troy was taken by the Greeks.

The conquerors permitted every free citizen to choose any one thing which he valued most.

Æneas carried away his household gods.

The Greeks gave him permission to take what he valued next.

He raised his aged father upon his shoulders.

The Greeks then gave him leave to carry away all his property.

4. Damon was condemned to death by the tyrant Dionysius.

He was permitted to go home to settle his affairs.

Pythias offered to submit to death if his friend did not return.

The tyrant blamed Pythias for his foolish confidence.

At the very hour Damon arrived.

Dionysius pardoned Damon, and begged to be honoured with the friendship of two such worthy men.

5. After the battle of Cressy, Calais was besieged by Edward III.

Provoked by the resistance of the inhabitants, he ordered them to choose six of their number to be put to death.

While all were struck with horror at this sentence, Eustace de St Pierre offered himself for one.

Five more soon joined him ; and they came with halters about their necks to Edward.

He ordered them to be executed ; but his queen pleaded so powerfully for them, that he pardoned them.

The queen not only entertained them sumptuously in her own tent, but sent them back loaded with presents.

6. David was born at Bethlehem.

He was sent to the camp to inquire for his brothers.

He was provoked to hear the Israelites challenged by Goliah.

He slew their champion with a stone thrown from a sling, and the Philistines fled.

4. FABLES AND STORIES.

Exercise 45.

Write detached sentences on the following incidents, and then write paragraphs from these :—

1. The Hare and the Tortoise.
2. The Wind and the Sun.

3. The Elephant and the Tailor.
 4. Bruce and the Spider.
 5. Tell and the Apple.
 6. Washington and his Axe.
 7. Canute and his Courtiers.
 8. Alfred in the Danish Camp.
 9. The Surrender of Calais.
 10. The Death of Sir Thomas Moore.
 11. The Black Hole of Culcutta.
 12. The Tea Chests of Boston.
-

SECTION III.—PARAPHRASE.

Paraphrase is a kind of translation. Translation is usually applied to the process of rendering an author's thoughts in a different language. But we may take an author's thoughts in our own language, and render them in a different form. What he has expressed in the abstract form, we may express in the concrete. What he has expressed in the concrete form, we may express in the abstract, or in a new concrete form. This is paraphrase, properly so called. To perform this exercise, we must first make the author's thought our own, and then we must express it in our own language. For example, Shakespeare says—

“With taper light
To seek the beauteous eye of heaven to garnish,
Is wasteful and ridiculous excess.”

We may paraphrase this thought by saying, in the words of the proverb, that “it is absurd to hold a candle to the sun,” or that “it is a waste of labour to attempt to beautify what is already most beautiful.”

Exercise 46.

Let the Pupil express the ideas contained in the following passages, in sentences of his own construction and arrangement:—

EXAMPLE.

When a man says, in conversation, that it is fine weather, does he mean to inform you of the fact? Surely not; for every one knows it as well as he does. He means to communicate his agreeable feelings.

Almost every one whom you meet by the way begins the conversation by remarking, "It is a fine day." But when he does so, it is not because he supposes the fact known to him and not to you; he is merely giving expression to those agreeable feelings which the fineness of the weather excites.

1. The private path, the secret acts of men,
If noble, far the noblest of their lives.

2. Listen to the affectionate counsels of your parents; treasure up their precepts; respect their riper judgment; and enjoy, with gratitude and delight, the advantages resulting from their society. Bind to your bosom, by the most endearing ties, your brothers and sisters; cherish them as your best companions, through the variegated journey of life; and suffer no jealousies and contentions to interrupt the harmony, which should ever reign amongst you.

3. Nature expects mankind should share
The duties of the public care.
Who's born to sloth? To some we find
The ploughshare's annual toil assigned.
Some at the sounding anvil glow;
Some the swift-sliding shuttle throw;
Some, studious of the wind and tide,
From pole to pole our commerce guide;
While some, with genius more refined,
With head and tongue assist mankind.

Thus, aiming at one common end,
Each proves to all a needful friend.

4. Common reports, if ridiculous rather than dangerous, are best confuted by neglect. Seriously to endeavour a confutation, gives a suspicion of somewhat at bottom. Fame has much of the scold: you silence her, if you be silent yourself. She will soon be out of breath with blowing her own trumpet.

5. As two young bears, in wanton mood,
Forth issuing from a neighb'ring wood,
Came where the industrious bees had stored,
In waxen cells, their luscious hoard;
O'erjoyed they seized, with eager haste,
Luxurious on the rich repast.
Alarmed at this, the little crew
About their ears vindictive flew.
The beasts, unable to sustain
The unequal combat, quit the plain;
Half-blind with rage, and mad with pain,
Their native shelter they regain;
There sit, and now discreeter grown,
Too late their rashness they bemoan;
And this by dear experience gain,
That pleasure's ever bought with pain.

6. That no man can promise himself perpetual exemption from suffering, is a truth obvious to daily observation. Nay, amid the shifting of the scene in which we are placed, who can say that for one hour his happiness is secure? The openings through which we may be assailed are so numerous and unguarded, that the very next moment may see some messenger of pain piercing the bulwarks of our peace. Our body may become the seat of incurable disease: our mind may become a prey to unaccountable and imaginary fears: our fortune may sink in some of those revolutionary tempests, which overwhelm so often the treasures of the wealthy: our honours may wither on our brow, blasted by

the slanderous breath of an enemy: our friends may prove faithless in the hour of need, or they may be separated from us for ever: our children, the fondest hopes of our hearts, may be torn from us in their prime; or they may wound us still more deeply by their undutifulness and misconduct. Where then, in this uncertainty of worldly blessings, is the joy on earth, in which thou canst repose thy confidence? or what temporal defence canst thou rear against the inroads of adversity?

PART IV.—STYLE.

SECTION I.—QUALITIES OF STYLE.

Style is the manner in which ideas are expressed in language. It embraces all those qualities which make a composition clear, forcible, and elegant. A writer's style is good or bad in proportion to his success in making these qualities characteristic of his composition.

The most important quality in a good style is *perspicuity*.

Perspicuity of style depends upon the *choice of words and phrases*, and the *structure of sentences*.

Perspicuity in the use of words and phrases requires *purity, propriety, and precision*.

Perspicuity in the structure of sentences requires *clearness, unity, strength, and harmony*.

1. PURITY.

Purity of style consists in the use of such words and constructions as belong to the idiom of the

language, and are sanctioned by the use of the best authors.

To attain purity of style, avoid—I. Grammatical errors;—II. Foreign, obsolete, and new-coined words and phrases.

Exercise 47.

Correct the grammatical errors in the following sentences:—

1. A variety of pleasing objects charm the eye.
2. If the privileges to which he has an undoubted right, and has so long enjoyed, should now be wrested from him, would be flagrant injustice.
3. The religion of these people, as well as their customs and manners, were strangely misrepresented.
4. Whether one person or more was concerned in the business, does not yet appear.
5. The mind of man cannot be long without some food to nourish the activity of his thoughts.
6. They ought to have contributed the same proportion as us, yet we gave a third more than them.
7. Who should I meet the other evening but my old friend?
8. Those sort of favours do real injury under the appearance of kindness.
9. I saw one or more persons enter the garden.
10. Every person, whatever be their station, is bound by the duties of morality and religion.
11. The conspiracy was the easier discovered from its being known to many.
12. The pleasures of the understanding are more preferable than those of the senses.
13. Virtue confers the supremest dignity on man, and should be his chiefest desire.
14. Eve was the fairest of all her daughters.
15. I cannot tell who has befriended me, unless it is him from whom I have received so many favours.

16. The confession is ingenious, and I hope more from thee now, than I could if you had promised.
17. Each of these words imply some pursuit or object relinquished.
18. No nation gives greater encouragement to learning than we do ; yet, at the same time, none are so injudicious in the application.
19. I should be obliged to him, if he will gratify me in that particular.
20. We have done no more than it was our duty to have done.
21. The not attending to this rule is the cause of a very common error.
22. His vices have weakened his mind, and broke his health.
23. They could not persuade him, though they were never so eloquent.
24. We need not, nor do not, limit the divine purposes.
25. The greatest difficulty was found of fixing just sentiments.
26. The error was occasioned by compliance to earnest entreaty.
27. You know the esteem I have of his philosophy.
28. He is resolved of going abroad.
29. Neither the one nor the other shall make me swerve out of the path which I have traced to myself.
30. Though conformable with custom, the practice is wrong.
31. This remark is founded in truth.
32. Every office of command should be entrusted to persons on whom parliament can confide.
33. The Saxons reduced the greater part of Britain to their own power.
34. He was accused with having acted unfairly.
35. Their conduct was agreeable with their profession.
36. She has an abhorrence to all deceitful conduct.
37. The wisest princes need not think it any diminution

to their greatness, or derogation to their sufficiency, to rely upon counsel.*

Exercise 48.

Correct the errors in the use of foreign, obsolete, or new-coined words and phrases, in the following sentences:—

1. The king soon found reason to repent him of provoking such dangerous enemies.
2. The popular lords did not fail to enlarge themselves on the subject.
3. The queen, whom it highly importeth that the two monarchs should be at peace, acted the part of mediator.
4. Removing the term from Westminster, sitting the parliament, was illegal.
5. All these things required abundance of finesse and delicatesse to manage with advantage, as well as a strict observance after time and seasons.
6. The hauteur of Florio was very disgracious, and disgusted both his friends and strangers.
7. When I made some à propos remarks upon his conduct, he began to quiz me; but he had as lief let it alone.
8. The gardens were void of simplicity and elegance, and exhibited much that was glaring and bizarre.
9. They thought it an important subject, and the question was strenuously debated pro and con.
10. It irks me to see so perverse a disposition.
11. They have manifested great candidness in the whole transaction.
12. It is difficult to discover the spirit and intendment of some laws.
13. It grieveth me to look over so many blank leaves in the book of my life.
14. Methinks I am not mistaken in an opinion, which I have so well considered.

* If his Pupils have not been thoroughly instructed in Grammar, the Teacher may revert to the Rules of Syntax, on which he will find abundance of Exercises in all the ordinary text-books.

15. Let us not give too hasty credit to stories which may injure our neighbour; peradventure they are the offspring of calumny or misapprehension.

16. It is grievous to think with what volupcy two or three eminent personages have opiniatred the inchoation of such barbarisms.

2. PROPRIETY.

Propriety of style consists in the selection of such words and phrases, as the usage of the best authors has appropriated to the ideas which the writer intends to express.

To attain propriety of style, avoid—I. Vulgar expressions, and the injudicious use of technical terms;—II. The omission of any words which are necessary to complete the sense;—III. The use of the same word in different senses;—IV. Equivocal or ambiguous words;—V. All words and phrases which are unintelligible, inapplicable, or less significant than others, of the ideas which you mean to convey.

Exercise 49.

Correct the vulgar or technical expressions in the following sentences:—

1. He is not a whit better than those whom he so liberally condemns.
2. The meaning of the phrase, as I take it, is very different from the common acceptation.
3. The favourable moment should be embraced, for he does not hold long of one mind.
4. I exposed myself so much among the people, that I had like to have gotten one or two broken heads.
5. He is very dexterous in smelling out the views and designs of others.
6. You may perceive, with half an eye, the difficulties to which such conduct will expose you.

7. This performance is much at one with the other.

8. Every year a new flower, in his judgment, beats all the old ones, though it is much inferior to them both in colour and shape.

9. His name must go down to posterity with distinguished honour in the public records of the nation.

10. If all men were exemplary in their conduct, things would soon take a new face, and religion receive a mighty encouragement.

11. Learning and arts were but then getting up.

12. It fell out unfortunately, that two of the principal persons fell out, and had a fatal quarrel.

13. Most of the hands were asleep in their berths, when the vessel shipped a sea that carried away our pinnace and binnacle. Our dead-lights were in, or we should have filled. The main-mast was so sprung, that we were obliged to fish it, and bear away for the nearest port.

Exercise 50.

Supply the words which are necessary to make the sense complete, in the following sentences:—

1. Let us consider the works of nature and art with proper attention.

2. He is engaged in a treatise on the interests of the soul and body.

3. Some productions of nature rise in value, according as they more or less resemble those of art.

4. The Latin tongue, in its purity, was never in this island.

5. For some centuries, there was a constant intercourse between France and England, by the dominions we possessed there, and the conquests we made.

6. He is impressed with a true sense of that function, when chosen from a regard to the interests of piety and virtue.

7. The wise and foolish, the virtuous-and vile, the learned

and ignorant, the temperate and profligate, must often, like the wheat and tares, be blended together.

Exercise 51.

Correct the improper use of the same word in different senses, in the following sentences :—

1. An eloquent speaker may give more, but cannot give more convincing arguments, than this plain man offered.
2. They were persons of very moderate intellects, even before they were impaired by their passions.
3. True wit is nature dressed to advantage; and yet some works have more wit than does them good.
4. The sharks, who prey on the inadvertency of young heirs, are more pardonable than those, who trespass upon the good opinion of those, who treat them with great confidence and respect.
5. Honour teaches us properly to respect ourselves, and to violate no right or privilege of our neighbour: it leads us to support the feeble, to relieve the distressed, and to scorn to be governed by degrading and injurious passions: and yet we see honour is the motive which urges the destroyer to take the life of his friend.

Exercise 52.

Correct the equivocal or ambiguous expressions in the following sentences :—

1. When our friendship is considered, how is it possible that I should not grieve for his loss?
2. The eagle killed the hen, and eat her in her own nest.
3. It may be justly said, that no laws are better than the English.
4. The pretenders to polish and refine the language have chiefly multiplied abuses and absurdities.
5. The adventurers, instead of reclaiming the natives from their uncultivated manners, were gradually assimilated to the ancient inhabitants, and degenerated from the customs of their own nation.

6. Solomon, the son of David, who built the temple of Jerusalem, was the richest monarch that reigned over the Jewish people.

7. The Divine Being heapeth favours on His servants, ever liberal and faithful.

Exercise 53.

Correct or omit such words and phrases, in the following sentences, as are unintelligible, inapplicable, or less significant than others, of the ideas which they are intended to express:—

1. I seldom see a noble building, or any great piece of magnificence and pomp, but I think, how little is all this to satisfy the ambition, or to fill the idea, of an immortal soul.

2. Yet when that flood in its own depth was drowned,
It left behind it false and slippery ground.

3. That man is not qualified for a bust, who has not a good deal of wit and vivacity, even in the ridiculous side of his character.

4. And, in the lowest deep, a lower deep
Still threatening to devour me, opens wide.

5. No less than two hundred scholars have been educated in that school.

6. The attempt, however laudable, was found to be impracticable.

7. He is our mutual benefactor, and deserves our respect and obedience.

8. Vivacity is often promoted by presenting a sensible object to the mind, instead of an intelligible one.

9. The house is a cold one, for it has a north exposition.

10. The proposition for each of us to relinquish something, was complied with, and produced a cordial reconciliation.

11. It is difficult for him to speak three sentences together.

12. The negligence of timely precaution was the cause of this great loss.

13. Disputing should be always so managed, as to remember the only end of it is truth.

14. We have enlarged our family and expenses, and increased our garden and fruit orchard.

15. By proper reflection, we may be taught to mend what is erroneous and defective.

16. The good man is not overcome by disappointment, when that which is mortal passes away, when that which is mutable dies, and when that which he knew to be transient begins to change.

3. PRECISION.

Precision of style consists in using such words only, as are necessary to express distinctly the ideas which we mean to convey.

To attain precision of style, avoid—I. Superfluous expressions;—II. Tautology, or the unnecessary repetition of a word or an idea in the same sentence;—III. The improper use of words, which, though commonly employed as synonymous, are really different in signification.

Exercise 54.

Omit the superfluous expressions in the following sentences:—

1. This great politician desisted from, and renounced his designs, when he found them impracticable.

2. Though raised to an exalted station, she was a pattern of piety, virtue, and religion.

3. The human body may be divided into the head, trunk, limbs, and vitals.

4. His end soon approached, and he died with great courage and fortitude.

5. Poverty induces and cherishes dependence; and dependence strengthens and increases corruption.

6. There can be no regularity or order in the life and

conduct of that man, who does not give and allot a due share of his time to retirement and reflection.

7. His cheerful, happy temper, remote from discontent, keeps a kind of daylight in his mind, excludes every gloomy prospect, and fills it with a steady and perpetual serenity.

Exercise 55.

Correct the tautology in the following sentences:—

1. The first day was spent in forming rules of order, and the second day was spent in presenting resolutions.

2. The birds were clad in their brightest plumage, and the trees were clad in their richest verdure.

3. The occurrence which the sentinel told the sergeant, he told the captain, who told it to the general.

4. Notwithstanding the rapidity with which time passes, men pass their lives in trifles and follies; although reason and religion declare, that not a moment should pass without bringing something to pass.

5. He used to use many expressions not usually used, and which are not generally in use.

6. The writing which mankind first wrote, was first written on tables of stone.

7. Our expectations are frequently disappointed, because we expect greater happiness from the future, than experience authorizes us to expect.

8. No learning that we have learned, is generally so dearly bought, or so valuable when it is bought, as that which we have learned in the school of experience.

9. The brightness of prosperity, shining on the anticipations of futurity, casts the shadows of adversity into the shade, and causes the prospects of the future to look bright.

Exercise 56.

Correct the following errors in the use of words commonly employed as synonymous:—

1. Would you say that he is trustworthy who has abandoned his friends, relinquished all hope of regaining their

esteem, and forsaken even the pretension of being called an honest man?

2. The secretary left the place of trust he held under government, gave up his party, quitted his parents in affliction, and deserted the kingdom for ever.

3. I detest being in debt; I abhor treachery.

4. The king is happy who is served by an industrious minister, ever active to promote his country's welfare, nor less sedulous to obtain intelligence of what is passing at other courts, than diligent to relieve the cares of his royal master, and assiduous to study the surest methods of extending the commerce of the empire abroad, while he lessens all burdens upon the subjects at home.

5. A patriot acknowledges his opposition to a corrupt ministry, and is applauded; a gentleman confesses his mistake, and is forgiven; a prisoner avows the crime of which he stands accused, and is punished.

6. A hermit is severe in his life; a casuist rigorous in his application of religion or law; a judge austere in his sentences.

7. Buchanan's history is genuine; but there are some doubts regarding the authenticity of Ossian's poems.

8. The earl, being a man of extensive abilities, stored his mind with a variety of ideas; which circumstance contributed to the successful exertion of his vigorous capacity.

9. By the habit of walking often in the streets, one acquires a custom of idleness.

10. Philip found an obstacle to managing the Athenians, on account of their natural dispositions; but the eloquence of Demosthenes was the great difficulty in his designs.

11. He is master of a complete house, which has not one entire apartment.

12. An honest man will refrain from employing an ambiguous expression; a confused man may often utter equivocal terms without design.

13. This man, on all occasions, treated his inferiors with great haughtiness and disdain.

14. Galileo discovered the telescope ; Harvey invented the circulation of the blood.
15. He is a child alone, having neither brother nor sister.
16. A man may be too vain to be proud.
17. The traveller observed the most striking objects he saw ; the general remarked all the motions of the enemy.
18. I am amazed at what is new or unexpected ; confounded at what is vast or great ; surprised at what is incomprehensible ; astonished by what is shocking or terrible.
19. He died with violence ; for he was killed by a sword.
20. A prudent man employs the most proper means for success ; a wise man, the safest means to avoid being brought into danger.

4. CRITICAL EXAMINATION OF SENTENCES.

Exercise 57.

Write a critical examination of the following sentences, commenting particularly on the purity, propriety, and precision of the style :—

EXAMPLES.

1. "Man, considered in himself, is a very helpless, and a very wretched being."

This sentence exhibits a very correct choice of words for expressing the ideas which the author means to convey. The first word, "man," is an appellative for the human race, and is universally employed in this sense by the best authors. "Man considered in himself," signifies, man as existing by himself, and unconnected with his fellow-creatures. In this state, says the author, he is "a very helpless being." The term "helpless" denotes here, the want of power to succour himself: and surely it is evident that, if man were left to himself in infancy, he would perish ; and if he were altogether detached from society in manhood, he could not procure for himself either the necessaries or the comforts of life.

But man, "considered in himself," is not only a very helpless, but also "a very wretched being." The term "wretched"

is generally used as synonymous with *unhappy* or *miserable*; but, in this passage, it is more expressive of the meaning of the author than either of these words would have been. *Unhappy* denotes merely the uneasiness of a man who may be happy if he pleases; as the discontented are unhappy, because they think others more prosperous than themselves. *Miserable* is applied to persons whose minds are tormented by the stings of conscience, agitated by the violence of passion, or harassed by worldly vexations; and, accordingly, we say that wicked men are miserable. But "wretched," derived from the Saxon word for an *exile*, signifies literally, *cast away* or *abandoned*. Hence appears the proper application of the word in this sentence: for man, if abandoned to himself, might indeed exist in a solitary state without being either unhappy or miserable, provided his bodily wants were supplied; though he certainly would be a very "wretched" being, when deprived of all the comforts of social life, and all the endearments of friends and kindred.

2. "Education is the most excellent endowment, as it enlarges the mind, promotes its powers, and renders man estimable in the eyes of society."

This sentence, though it contains many pompous words, is a very remarkable example of the want of propriety in style. Education is not an "endowment;" for an endowment is a natural gift, as taste or imagination. Education does not "enlarge" the "mind;" though it may, in a figurative sense, enlarge its capacities. Education cannot "promote" the mental "powers" themselves; but it may promote their improvement. Neither does it follow, that, because a man has improved his mind by education, he is on that account "estimable;" for esteem is produced only by intrinsic worth; but a man may be rendered more respectable by a good education. The sentiment which the author intended to convey should have been expressed thus: "Education is the most excellent attainment, as it enlarges the capacities of the mind, promotes their improvement, and renders a man respectable in the eyes of society."

1. The great end of prudence is to give cheerfulness to those hours, which splendour cannot gild, and acclamation cannot exhilarate.

2. To dread no eye, and to suspect no tongue, is the great prerogative of innocence; an exemption granted only to invariable virtue.

3. Arbitrary power I look upon as a greater evil than anarchy itself, as much as a savage is in a happier state than a slave at the oar.

4. Whoever is in the least acquainted with Grecian history must know that their legislator, by the severity of his institutions, formed the Spartans into a robust, hardy, valiant nation, made for war.*

5. CLEARNESS.

Clearness in the structure of sentences consists in adopting such an arrangement of the words and members as makes it impossible to mistake the writer's meaning.

To attain clearness of style, avoid ambiguity—I. In the position of adverbs;—II. In the position of clauses and circumstances;—III. In the position or the too frequent repetition of pronouns.

Exercise 58.

Correct the errors in the position of adverbs, in the following sentences:

1. The works of art receive a great advantage from the resemblance which they have to those of nature, because

* These Examples and Exercises, and those which follow under Exercise '72, have been introduced, to show how the Teacher may best lead his Pupils to attend minutely to style, whether for the purpose of acquiring what is excellent, or avoiding what is faulty. He may prescribe similar Exercises, when suitable passages occur in the books which his Pupils are perusing.

here the similitude is not only pleasant, but the pattern is perfect.

2. By doing the same thing it often becomes habitual.
3. Not to exasperate him, I only spoke a few words.
4. Sixtus the Fourth was, if I mistake not, a great collector of books at least.
5. We do those things frequently which we repent of afterwards.
6. Raised to greatness without merit, he employed his power for the gratification solely of his passions.
7. I was engaged formerly in that business, but I never shall be again concerned in it.
8. By greatness, I do not only mean the bulk of any single object, but the largeness of a whole view.
9. If Louis XIV. was not the greatest king, he was the best actor of majesty, at least, that ever filled a throne.

Exercise 59.

Correct the errors in the position of clauses and circumstances, in the following sentences:—

1. I have settled the meaning of those pleasures of the imagination, which are the subject of my present undertaking, by way of introduction, in this paper; and endeavoured to recommend the pursuit of those pleasures to my readers, by several considerations: I shall examine the several sources whence these pleasures are derived, in the next paper.
2. Fields of corn form a pleasant prospect; and if the walks were a little taken care of that lie between them, they would display neatness, regularity, and elegance.
3. I have confined myself to those methods for the advancement of piety, which are in the power of a prince, limited like ours, by a strict execution of the laws.
4. This morning, when one of the gay females was looking over some hoods and ribands, brought by her tirewoman, with great care and diligence, I employed no less in examining the box which contained them.
5. Since it is necessary that there should be a perpetual

intercourse of buying and selling, and dealing upon credit, where fraud is permitted or connived at, or has no law to punish it, the honest dealer is often undone, and the knave gets the advantage.

6. As the guilt of an officer will be greater than that of a common servant, if he prove negligent, so the reward of his fidelity will be proportionably greater.

7. Let the virtue of a definition be what it will, in the order of things, it seems rather to follow than to precede our inquiry, of which it ought to be considered as the result.

8. The knight, seeing his habitation reduced to so small a compass, and himself in a manner shut out of his own house, upon the death of his mother, ordered all the apartments to be flung open, and exorcised by the chaplain.

9. This work, in its full extent, being now afflicted with an asthma, and finding the power of life gradually declining, he had no longer courage to undertake.

10. The witness had been ordered to withdraw from the bar, in consequence of being intoxicated, by the motion of an honourable member.

Exercise 60.

Correct the errors in the position or the too frequent repetition of pronouns, in the following sentences :—

1. These are the master's rules, who must be obeyed.

2. They attacked the Duke of Northumberland's house, whom they put to death.

3. It is true what he says, but it is not applicable to the point.

4. He was taking a view, from a window, of the cathedral of Lichfield, in which a party of the royalists had fortified themselves.

5. It is folly to pretend to arm ourselves against the accidents of life, by heaping up treasures, which nothing can protect us against, but the good providence of our Heavenly Father.

6. Thus I have fairly given you my opinion, as well as

that of a great majority of both houses here, relating to this weighty affair, upon which I am confident you may securely reckon.

7. We nowhere meet with a more splendid or pleasing show in nature, than what appears in the heavens at the rising and setting of the sun, which is wholly made up of those different stains of light, that show themselves in clouds of a different situation.

8. From a habit of saving time and paper, which they acquired at the university, many write in so diminutive a manner, with such frequent blots and interlineations, that they are hardly able to go on without perpetual hesitation or extemporary expletives.

9. Lysias promised to his father never to abandon his friends.

10. They were summoned occasionally by their kings, when compelled by their wants and by their fears to have recourse to their aid.

11. Men look with an evil eye upon the good that is in others, and think that their reputation obscures them, and that their commendable qualities do stand in their light; and therefore they do what they can to cast a cloud over them, that the bright shining of their virtues may not obscure them.

6. UNITY.

Unity in the structure of a sentence consists in making one leading thought connect its different parts.

To attain unity in the structure of sentences, avoid—
I. Changing the scene or actor during the course of a sentence ;—II. Crowding into one sentence things which have so little connexion, that they may be divided into two or more sentences ;—III. All unnecessary parentheses ;—IV. Extending a sentence beyond what seems its natural close.

Exercise 61.

Correct the errors arising from the change of the scene or actor in the following sentences :—

1. A short time after this injury, he came to himself; and the next day they put him on board a ship, which conveyed him first to Corinth, and thence to the Island of Egina.
2. The Britons, daily harassed by cruel inroads from the Picts, were forced to call in the Saxons for their defence; who consequently reduced the greater part of the island to their own power, drove the Britons into the most remote and mountainous parts; and the rest of the country, in customs, religion, and languages, became wholly Saxon.
3. By eagerness of temper, and precipitancy of indulgence, men forfeit all the advantages which patience would have procured; and, by these means, the opposite evils are incurred to their full extent.
4. All the precautions of prudence, moderation, and condescension, which Eumenes employed, were incapable of mollifying the hearts of these barbarians, and of extinguishing their jealousy; and he must have renounced the virtue and merit which occasioned it, to have been capable of appeasing them.
5. He who performs every employment in its due place and season, suffers no part of time to escape without profit; and thus his days become multiplied, and much of life is enjoyed in little space.
6. Desire of pleasure ushers in temptation, and the growth of disorderly passions is forwarded.

Exercise 62.

Correct such errors, in the following passages, as arise from crowding into one sentence things which have no intimate connexion :—

1. The notions of Lord Sunderland were always good; but he was a man of great expense.

2. Cato died in the full vigour of life, under fifty ; he was naturally warm and affectionate in his temper ; comprehensive, impartial, and strongly possessed with the love of mankind.

3. In this uneasy state, both of his public and private life, Cicero was oppressed by a new and deep affliction, the death of his beloved daughter Tullia ; which happened soon after her divorce from Dolabella, whose manners and humours were entirely disagreeable to her.

4. The sun approaching melts the snow, and breaks the icy fetters of the main, when vast sea-monsters pierce through floating islands, with arms that can withstand the crystal rock ; whilst others, that of themselves seem great as islands, are by their bulk alone armed against all but man, whose superiority over creatures of such size and force should make him mindful of his privilege of reason, and force him humbly to adore the great composer of these wondrous frames, and the author of his own superior wisdom.

5. I single him out among the moderns, because he had the foolish presumption to censure Tacitus, and to write history himself ; and your lordship will forgive this short excursion in honour of a favourite author.

6. Boast not thyself of to-morrow ; thou knowest not what a day may bring forth : and, for the same reason, despair not of to-morrow ; for it may bring forth good as well as evil ; which is a ground for not vexing thyself with imaginary fears ; for the impending black cloud, which is regarded with so much dread, may pass by harmless : or though it should discharge the storm, yet before it breaks, thou mayest be lodged in that lowly mansion which no storms ever touch.

Exercise 63.

Correct the errors in the use of parentheses, in the following sentences :—

1. Disappointments will often happen to the best and wisest men (not through any imprudence of theirs, nor even

through the malice or ill design of others; but merely in consequence of some of those cross incidents of life which could not be foreseen), and sometimes to the wisest and best concerted plans.

2. Without some degree of patience exercised under injuries (as offences and retaliations would succeed to one another in endless train), human life would be rendered a state of perpetual hostility.

3. Never delay till to-morrow (for to-morrow is not yours; and though you should live to enjoy it, you must not overload it with a burden not its own), what reason and conscience tell you ought to be performed to-day.

4. We must not imagine that there is in true religion anything which overcasts the mind with sullen gloom and melancholy austerity (for false ideas may be entertained of religion, as false and imperfect conceptions of virtue have often prevailed in the world), or which derogates from that esteem which men are generally disposed to yield to exemplary virtues.

5. It was an ancient tradition, that when the capitol was founded by one of the Roman kings, the god Terminus (who presided over boundaries, and was represented according to the fashion of that age by a large stone) alone, among all the inferior deities, refused to yield his place to Jupiter himself.

Exercise 64.

Correct such errors, in the following passages, as arise from extending the sentences beyond what seems their natural close:—

1. Religious instruction could never be appointed to give such empty, insignificant delight as this: nor doth it in the least attain its proper end, unless it influences men to forget the preacher, and think of themselves; unless it raises in them, not a superficial complacency, or an idle admiration, but an awful solicitude about their eternal welfare, and that a durable one.

2. The first could not end his learned treatise without a panegyric on modern learning and knowledge, in comparison of the ancient; and the other falls so grossly into the censure of the old poetry, and preference of the new, that I could not read either of these strains without indignation, which no quality among men is so apt to raise in me as sufficiency, the worst composition out of the pride and ignorance of mankind.

3. All the world acknowledges the *Aeneid* to be most perfect in its kind; and, considering the disadvantage of the language, and the severity of the Roman Muse, the poem is still more wonderful; since, without the liberty of the Grecian poets, the diction is so great and noble, so clear, so forcible, and expressive, so chaste and pure, that even all the strength and compass of the Greek tongue, joined to Homer's fire, cannot give us stronger and clearer ideas than the great Virgil has set before our eyes; some few instances excepted, in which Homer, through the force of genius, has excelled.

4. Whether we may run such length, as to assert that every creature has some concern in every dispensation that happens, there is no occasion to examine; but our idea of infinite goodness warrants us to suppose, that the course of nature or fortune could not be altered in any particular, without a loss of happiness somewhere or other; and this supposition will necessarily infer an intercourse of interests between the known world and the unknown.

5. Here it was often found of absolute necessity to inflame or cool the passions of the audience; especially at Rome, where Tully spoke, and with whose writings young divines (I mean those among them who read old authors) are more conversant than with those of Demosthenes; who, by many degrees, excelled the other; at least as an orator.

7. STRENGTH.

Strength in the structure of a sentence consists in such a disposition of the words and members,

as may give each of them separately its due weight, and the whole of them together the greatest force.

To attain strength in the structure of sentences—I. Divest them of all redundant words and members;—II. Attend particularly to the use of connectives, relatives, and all the particles employed in transition;—III. Place the most important words in the situation in which they will make the strongest impression;—IV. Avoid, as much possible, placing a weaker assertion or proposition after a stronger one;—V. Never conclude a sentence with an inconsiderable word;—VI. In the members of a sentence in which two objects are either compared or contrasted, preserve some resemblance in the language and construction.

Exercise 65.

Divest the following sentences of all redundant words and members:—

1. Suspend your censure so long, till your judgment on the subject can be wisely formed.
2. I look upon it as my duty, so far as I am enabled, and so long as I keep within the bounds of truth, of duty, and of decency.
3. How many are there by whom these tidings of good news were never heard!
4. He says nothing of it himself, and I am not disposed to travel into the regions of conjecture, but to relate a narrative of facts.
5. Never did Atticus succeed better in gaining the universal love and esteem of all men.
6. This is so clear a proposition, that I might rest the whole argument entirely upon it.
7. I intend to make use of these words in the thread of my following speculations, that the reader may conceive rightly what is the subject upon which I proceed.

8. These points have been illustrated in so plain and evident a manner, that the perusal of the book has given me pleasure and satisfaction.

9. I was much moved on this occasion, and went home full of a great many serious reflections.

10. This measure may afford some profit, and furnish some amusement.

11. Less capacity is required for this business, but more time is necessary.

12. The combatants encountered each other with such rage, that, being eager only to assail, and thoughtless of making any defence, they both fell dead upon the field together.

13. Thought and language act and react upon each other mutually.

14. It is impossible for us to behold the divine works with coldness or indifference, or to survey so many beauties, without a secret satisfaction and complacency.

15. Neither is there any condition of life more honourable in the sight of the Divine Being than another, otherwise He would be a respecter of persons, which He assures us He is not.

Exercise 66.

Correct such errors, in the following passages, as arise from the improper use of connectives, relatives, and particles employed in transition :—

1. The enemy said, I will pursue, and I will overtake, and I will divide the spoil,

2. There is nothing which promotes knowledge more than steady application, and a habit of observation.

3. As the strength of our cause does not depend upon, so neither is it to be decided by, any critical points of history, chronology, or language.

4. The faith he professed, and which he became an apostle of, was not his invention.

5. Their idleness, and their luxury and pleasures, their

criminal deeds, and their immoderate passions, and their timidity and baseness of mind, have dejected them to such a degree, as to make them weary of life.

6. For the wisest purposes, Providence has designed our state to be checkered with pleasure and pain. In this manner let us receive it, and make the best of what is appointed to be our lot.

7. In the time of prosperity, he had stored his mind with useful knowledge, with good principles, and virtuous dispositions. And therefore they remain entire, when the days of trouble come.

8. The academy set up by the cardinal to amuse the wits of that age and country, and divert them from raking into his politics and ministry, brought this into vogue; and the French wits have for this last age been in a manner wholly turned to the refinement of their language, and indeed with such success, that it can hardly be excelled, and runs equally through their verse and their prose.

9. And then those who are of an inferior condition, that they labour and be diligent in the work of an honest calling, for this is privately good and profitable unto men, and to their families; and those who are above this necessity, and are in a better capacity to maintain good works properly so called—works of piety, and charity, and justice—that they be careful to promote and advance them, according to their power and opportunity, because these things are publicly good and beneficial to mankind.

Exercise 67.

Correct such errors, in the following sentences, as arise from the improper position of the most important words:—

1. I have considered the subject with a good deal of attention, upon which I was desired to communicate my thoughts.
2. Whether a choice altogether unexceptionable has in any country been made, seems doubtful.

3. The praise of judgment Virgil has justly contested with Homer, but his invention remains yet unrivalled.
4. Although persons of a virtuous and learned education may be, and often are, drawn by the temptations of youth, and the opportunities of a large fortune, into some irregularities, when they come forward into the great world, it is ever with reluctance and compunction of mind, because their bias to virtue still continues.
5. If, whilst they profess to please only, they advise and give instruction secretly, they may be esteemed the best and most honourable among authors, with justice perhaps now, as well as formerly.
6. Ambition creates seditions, wars, discord, and hatred.
7. Sloth pours upon us a deluge of crimes and evils, and saps the foundation of every virtue.
8. The ancient laws of Rome were so far from suffering a Roman citizen to be put to death, that they would not allow him to be bound, or even to be whipped.
9. Every one who puts on the appearance of goodness, is not good.
10. Let us employ our criticism on ourselves, instead of being critics on others.
11. This fallacious art debars us from enjoying life, instead of lengthening it.
12. How will that nobleman be able to conduct himself, when reduced to poverty, who was educated only to magnificence and pleasure ?
13. When they fall into sudden difficulties, they are less perplexed than others in the like circumstances ; and when they encounter dangers, they are less alarmed.

Exercise 68.

Correct such errors, in the following sentences, as arise from placing weaker assertions or propositions after stronger ones :—

1. Charity breathes longsuffering to enemies, courtesy to strangers, and habitual kindness to friends.
2. Gentleness ought to diffuse itself over our whole behaviour, to form our address, and to regulate our speech.
3. The propensity to look forward into life, is too often grossly abused, and immoderately indulged.
4. The regular tenor of a virtuous and pious life will prove the best preparation for immortality, old age, and death.
5. Sinful pleasures blast the opening prospects of human felicity, and degrade human honour.
6. In this state of mind, every employment of life becomes an oppressive burden, and every object appears gloomy.
7. They will acquire different views, by applying to the honourable discharge of the functions of their station, and entering on a virtuous course of action.
8. By the perpetual course of dissipation in which sensualists are engaged; by the riotous revel, and the midnight, or rather morning hours, to which they prolong their festivity; by the excesses in which they indulge; they debilitate their bodies, cut themselves off from the comforts and duties of life, and wear out their spirits.

Exercise 69.

Correct such errors, in the following passages, as arise from concluding the sentences with inconsiderable words:—

1. May the happy message be applied to us, in all the virtue, strength, and comfort of it!
2. This agreement of mankind is not confined to taste solely.
3. Such a system may be established, but it will not be supported long.
4. The doctrine of the Trinity is a mystery which we firmly believe the truth of, and humbly adore the depth of.
5. The country loses the expense of many of the richest persons or families at home, and large sums of money are

carried abroad, which the great stock of rich native commodities can make the only amends for.

6. It is absurd to think of judging these poets by precepts which they did not attend to.

7. Shall the narrow-minded children of earth, absorbed in low pursuits, dare to treat as visionary, objects which they have never made themselves acquainted with?

8. In like manner, if a person in broad daylight were falling asleep, to introduce a sudden darkness would prevent his sleep for that time, though silence and darkness in themselves, and not suddenly introduced, are very favourable to it. This I knew only by conjecture on the analogy of the senses, when I first digested these observations; but I have since experienced it.

9. The general idea of good or bad fortune creates some concern for the person who has met with it; but the general idea of provocation excites no sympathy with the anger of the man who has received it. Nature, it seems, teaches us to be more averse to enter into this passion, and till informed of its cause, to be disposed rather to take part against it.

Exercise 70.

Correct such errors, in the following sentences, as arise from not preserving some resemblance in the language and construction of the members, in which two objects are either compared or contrasted:—

1. I have observed of late the style of some great ministers very much to exceed that of any other productions.

2. The old may inform the young; and the young may animate those who are advanced in life.

3. Force was resisted by force, valour opposed by valour, and art encountered or eluded by similar address.

4. The laughers will be for those who have most wit; the serious part of mankind for those who have most reason on their side.

5. There may remain a suspicion that we over-rate the

greatness of his genius, in the same manner as bodies appear more gigantic on account of their being disproportioned and misshapen.

6. A friend exaggerates a man's virtues; an enemy inflames his crimes.

7. The wise man is happy when he gains his own approbation; the fool when he recommends himself to the applause of those about him.

8. He embraced the cause of liberty faintly, and pursued it without resolution: he grew tired of it when he had much to hope; and gave it up when there was no ground for apprehension.

8. HARMONY.

Harmony in the structure of a sentence consists in the smooth and easy flow of its words and members.

To attain harmony in the structure of sentences, pay particular attention both to the selection and to the arrangement of the words, preferring such as are free from harshness of sound, combining them in the way most agreeable to the ear, and taking care that the cadence or close be not abrupt or unmusical.

Exercise 71.

Correct such errors, in the following sentences, as arise from want of harmony in their structure:—

1. Sober-mindedness suits the present state of man.
2. As conventiclers, these people were seized and punished.
3. It belongs not to our humble and confined station to censure, but to adore, submit, and trust.
4. Under all its labours, hope is the mind's solace; and the situations which exclude it entirely are few.
5. The humbling of those that are mighty, and the pre-

cipitation of persons who are ambitious, from the towering height that they had gained, concern but little the bulk of men.

6. Tranquillity, regularity, and magnanimity, reside with the religious and resigned man.

7. Sloth, ease, success, naturally tend to beget vices and follies.

8. By a cheerful, even, and open temper, he conciliated general favour.

9. We reached the mansion before noon : it was a strong, grand, Gothic house.

10. By means of society, our wants come to be supplied, and our lives are rendered comfortable, as well as our capacities enlarged, and our virtuous affections called forth into their proper exercise.

11. Life cannot but prove vain to such persons as affect a disrelish of every pleasure which is not both new and exquisite, measuring their enjoyment by fashion's standard, and not by what they feel themselves, and thinking that if others do not admire their state, they are miserable.

12. By experiencing distress, an arrogant insensibility of temper is most effectually corrected, from the remembrance of our own sufferings naturally prompting us to feel for others in their sufferings : and if Providence has favoured us so as not to make us subject in our own lot to much of this kind of discipline, we should extract improvement from the lot of others that is harder ; and step aside sometimes from the flowery and smooth paths which it is permitted us to walk in, in order to view the toilsome march of our fellow-creatures through the thorny desert.

9. CRITICAL EXAMINATION OF SENTENCES.

Exercise 72.

Write a critical examination of the following passages, commenting particularly on the Clearness, Unity, Strength, and Harmony, in the structure of the sentences :—

EXAMPLES.

1. "If we consider the works of nature and of art, as they are qualified to entertain the imagination, we shall find the latter very defective in comparison of the former; for, though they may sometimes appear as beautiful and strange, they can have nothing in them of that vastness and immensity, which afford so great an entertainment to the mind of a beholder."

In this sentence, the subject of discourse is the "works of nature and of art." These the author first considers together, and then draws a conclusion, that the latter are very inferior to the former. Having completed one distinct proposition, he should here have ended his first sentence. But, instead of doing so, he proceeds to the proofs of his conclusion; and thus introduces another proposition, which, to preserve unity of thought, should have been stated in a sentence by itself. If the author had expressed himself in two sentences, rather than in one, we should have had a much clearer idea of the subject. Besides, by such a division, an improvement would have been made in the perspicuity of the language; as it is not very obvious at first whether the pronoun "they" refers to the works of nature or of art.

2. "I can more readily admire the liberal spirit and integrity, than the sound judgment, of any man who prefers a republican form of government, in this or any other empire of equal extent, to a monarchy so qualified and limited as ours. I am convinced, that neither is it in theory the wisest system of government, nor at all practicable in this country. Yet, though I hope the English constitution will for ever preserve its monarchical form, I would have an implicit submission to the laws only; and an affection to the magistrate, proportioned to the integrity and wisdom with which he distributes justice to his people, and administers their affairs."

In these sentences, every idea is expressed with the utmost brevity; every word is significant, and none is introduced but what is requisite to convey the meaning. The mind is

entertained with some new thought in every member of the sentence; while the words employed are chosen with accuracy, and the ideas are expressed with decision. The style, indeed, is destitute of smoothness and elegance; but, as it was the intention of the author to convince the understanding, he has therefore adopted vigorous expressions and short sentences, which are best adapted to make a forcible impression on the mind.

1. The English are naturally fanciful, and very often disposed, by that gloominess and melancholy of temper which is so frequent in our nation, to many wild notions and visions, to which others are not so liable.

2. By soothing those inequalities, which the necessary difference of ranks and conditions has introduced into society, religion not only reconciles us to the highest eminences of life, but leads us to consider them as affording to the social world, that sublime contrast which the landscape derives from the diversity of hill and dale, and as sending down those streams of benignity which refresh and gladden the lower stations.

3. The usual acceptation takes profit and pleasure for two different things, and not only calls the followers or votaries of them by several names of busy and idle men, but distinguishes the faculties of the mind that are conversant about them, calling the operations of the first wisdom, and of the other wit, which is a Saxon word that is used to express what the Spaniards and Italians call *ingenio*, and the French *esprit*, both from the Latin; but I think wit more peculiarly signifies that of poetry, as may occur upon remarks on the Runic language.

4. There are few personages in history who have been more exposed to the calumny of enemies, and the adulation of friends, than Queen Elizabeth; and yet there is scarcely any whose reputation has been more certainly determined by the unanimous consent of posterity. The unusual length of her administration, and the strong features of her character,

were able to overcome all prejudices; and, obliging her detractors to abate much of their invectives, and her admirers somewhat of their panegyricks, have at last, in spite of political factions, and, what is more, of religious animosities, produced a uniform judgment with regard to her conduct.

SECTION II.—FIGURATIVE LANGUAGE.

The Language in which ideas are expressed may be either *plain* or *figurative*.

Language is said to be *plain*, when it is to be understood according to its literal and ordinary signification; as, ‘A good man enjoys comfort in the midst of adversity.’

Language is said to be *figurative*, when words are employed, not in their literal signification, but in a sense which appeals to, and is suggested by, the imagination. Figurative language renders the impression stronger and more vivid, either by the words employed, or by the peculiar manner of their application or arrangement; as, ‘To the upright there ariseth *light* in *darkness*’.

The figures of language which most frequently occur are, *Simile* or *Comparison*, *Metaphor*, *Allegory*, *Personification*, *Apostrophe*, *Metonymy*, *Hyperbole*, *Antithesis*, and *Climax*.

1. SIMILE, OR COMPARISON.

Simile, or Comparison, is a figure founded on the resemblance of two objects, the one being formally compared with the other by the use of *like* or *as*; as, ‘The *actions* of princes are like those great *rivers*, the

course of which every one beholds, but the springs of which have been seen by few.'

The following rules ought to be observed in the use of Comparison :—

- I. Comparisons should not be drawn between objects, the resemblance of which to one another is either too near and obvious, or too remote and faint.
- II. Comparisons should not introduce images which are disagreeable or profane.
- III. Comparisons, when used for the purpose of illustration, should suggest objects better known than those to be explained.
- IV. Comparisons, when used for embellishment, should suggest objects that are important and dignified.

Exercise 73.

Find Comparisons for the following objects :—

EXAMPLE.

A troubled conscience.

A troubled conscience *is like the ocean when ruffled by a storm.*

1. A virtuous man slandered by evil tongues.
2. Mournful yet pleasant music.
3. An elevated genius employed in little things:
4. Hope and fear alternately sway the mind.
5. He who has no opinion of his own, and the man of decision.
6. A mind formerly settled in its principles, disturbed by doubt.
7. The death of the virtuous man.

2. METAPHOR.

Metaphor, like Simile, is a figure founded on the resemblance of two objects. In Simile, the one object

is said to be *like* the other. In Metaphor, the one object is spoken of as if it really were the other, the name and properties of the one being ascribed to the other; as, ‘*Thy word is a lamp unto my feet.*’

The following rules ought to be observed in the use of Metaphors:—

- I. Metaphors should be suited to the nature of the subject of which we treat, and should be neither too numerous, too gay, nor too elevated.
- II. Metaphors should never be drawn from objects which are mean or disagreeable.
- III. Metaphors should be founded on points of resemblance which are neither far-fetched, nor difficult to be discovered.
- IV. Metaphors should be expressed in simple and consistent language.
- V. Metaphors should not be mixed together in the same sentence, nor crowded on the same object.
- VI. Metaphorical and plain language should not be so interwoven, that part of a sentence must be understood figuratively, and part literally.
- VII. Metaphors should not be pursued too far.

Exercise 74.

Express the following ideas in metaphorical language:—

EXAMPLE.

It was now growing dark, and objects could not be distinctly seen in the twilight.

*Now came still evening on, and twilight gray
Had in her sober livery all things clad.*

1. The water of the lake was without motion.
2. He could not be seen on account of the darkness of the night.
3. The grass grows in the meadows in spring, and summer soon succeeds.

4. There are scenes in nature, which are pleasant when we are sad, as well as when we are cheerful.
 5. The number of people who are alive, is small compared with those who have died.
 6. Wise men may suffer hardships in the present world, and foolish persons must find trouble.
 7. Perfect taste knows how to unite nature with art, without destroying the simplicity of nature in the connexion.
-

3. ALLEGORY.

Allegory is also a figure founded on resemblance, one subject being represented by another analogous to it. It is a continued Metaphor, a composition in which, as in fables and parables, the language is metaphorical from beginning to end. The following passage from the 80th Psalm is an Allegory, in which the people of Israel are represented under the image of a vine:—

‘Thou hast brought a vine out of Egypt; thou hast cast out the heathen, and planted it. Thou preparedst room before it, and didst cause it to take deep root, and it filled the land. The hills were covered with the shadow of it, and the boughs thereof were like the goodly cedars. She sent out her boughs unto the sea, and her branches unto the river. Why hast thou then broken down her hedges, so that all they which pass by the way do pluck her? The boar out of the wood doth waste it, and the wild beast of the field doth devour it. Return, we beseech thee, O God of hosts: look down from heaven, and behold, and visit this vine.’

The principal rule to be observed in conducting an Allegory is, that the figurative and the literal meanings should not be inconsistently mingled.

Exercise 75.

Represent the following subjects by Allegories:—

EXAMPLE.

Luxury and Avarice.

There were two very powerful tyrants engaged in perpetual war against each other, one of whom was named Luxury, and the other Avarice. The aim of each was nothing less than universal monarchy over the hearts of mankind. Luxury was entirely guided by the advice of Plenty; Avarice conducted himself by the counsels of Poverty. While these two great rivals were contending for empire, their conquests were very various. Luxury got possession of one heart, and Avarice of another. The father of a family would often range himself under the banners of Avarice, and the son under those of Luxury. The wife and husband would frequently declare themselves on opposite sides; nay, the very same person would sometimes join with the one in his youth, and revolt to the other in his old age. The wise men of the world, indeed, took part with neither; but, alas! their numbers were not considerable. At length, when the two potentates had wearied themselves with waging war upon one another, they held a private interview, at which they agreed upon this preliminary to an accommodation, that each of them should immediately dismiss his privy counsellor. When things were thus far adjusted towards a peace, all other differences were easily settled; insomuch, that for the future they resolved to live as good friends and confederates. For this reason, we now find Luxury and Avarice generally taking possession of the same heart.

1. Truth and Falsehood.
2. Diligence and Idleness.
3. Prudence saves from many a misfortune; Pride causes many.
4. Modesty and Assurance.
5. Emulation and Envy.
6. Virtue is to be attained only by labour, difficulty, and wise counsel.
7. Human life a voyage.

4. PERSONIFICATION.

Personification, or Prosopopœia, is that figure by which life and action are attributed to inanimate objects; as, ‘What ailed thee, O thou sea, that thou fleddest?’

There are three degrees in Personification, namely,—

- I. When the properties or qualities of living creatures are ascribed to inanimate objects; as ‘The *thirsty* ground;’ ‘The *angry* ocean.’
- II. When inanimate objects are represented as acting like living creatures; as, ‘The mountains *skipped* like rams, and the little hills like lambs.’
- III. When inanimate objects are represented consciously, either as speaking to us, or as listening when we address them; as,
 ‘Ask we for flocks these shingles dry,
 And well the mountain might reply,
 “To you as to your sires of yore,
 Belong the target and claymore.”’

The principal rule to be observed in the use of this figure is, that we should not deck the objects personified with fantastic and trifling circumstances.

Exercise 76.

Personify the following subjects in the first degree:—

EXAMPLES.

Waves; rain.

The *hungry* waves; the *joyous* rain.

1. A brook; a waterfall; the wind; a tempest; time; fortune; adversity.
2. The earth; the woods; the mountains; the sun; the moon; the stars; science; art; industry.
3. Spring; summer; autumn; winter; heat; fire; an earthquake; cold; snow; hail; frost; ice.

4. Idleness; mirth; folly; intemperance; pleasure; pain; disease; death; the grave; charity; hope; faith; joy.

Exercise 77.

Personify the following subjects in the second degree:—

EXAMPLE.

He drew his sword.

The sword *leapt* from its scabbard.

1. He is asleep.
2. The fire has been extinguished.
3. The shadows caused by night pass away.
4. The air is so soft that we are induced to take a walk.
5. The sun cannot be seen through the clouds.
6. He who is pleased with natural scenery, can find instruction and entertainment in every object which he sees.

Exercise 78.

Personify the following subjects in the third degree:—

EXAMPLE.

Contentment.

Contentment! thou parent of felicity! thou faithful companion of hope! if thou shouldst take up thine abode in my bosom, in vain may fortune wreck me on inhospitable shores.

- | | |
|-----------|--------------|
| 1. Hope. | 4. Pity. |
| 2. Peace. | 5. Sleep. |
| 3. Light. | 6. Eternity. |
-

5. APOSTROPHE.

Apostrophe is that figure by which we turn from the subject, and address the absent or dead, as if they

were present or alive, and were listening to us; as in the following passage :—

‘ And the king was much moved, and went up to the chamber over the gate, and wept; and as he went, thus he said, O my son Absalom ! my son, my son Absalom ! would God I had died for thee, O Absalom, my son, my son ! ’

Apostrophe, when addressed to inanimate objects, involves Personification ; as,

‘ Ye hills and dales, ye rivers, woods, and plains,
Tell, if ye saw, how came I thus, how here ? ’

The principal rule to be observed in the use of Apostrophe is, that it should not be loaded with studied ornament, nor extended too far.

Exercise 78.

Introduce Apostrophe into the following passages :—

EXAMPLE.

I knew him, Horatio ; a fellow of infinite jest, of most excellent fancy ; he hath borne me on his back a thousand times. Here hung those lips that I have kissed I know not how oft. Where be his gibes now ? his gambols ? his songs ? his flashes of merriment, that were wont to set the table in a roar ?

I knew him, Horatio ; a fellow of infinite jest, of most excellent fancy ; he hath borne me on his back a thousand times. Here hung those lips that I have kissed I know not how oft. Where be *your* gibes now ? *your* gambols ? *your* songs ? *your* flashes of merriment, that were wont to set the table in a roar ?

1. I cannot but imagine the virtuous heroes, legislators, and patriots of every age and country, are bending from their elevated seats to witness this contest, as if they were incapable, till it be brought to a favourable issue, of enjoying their eternal repose. Let these illustrious immortals enjoy that repose ! Their mantle fell when they ascended ;

and thousands, inflamed with their spirit, and impatient to tread in their steps, are ready to swear by Him that sitteth upon the throne and liveth for ever and ever, that they will protect Freedom in her last asylum, and never desert that cause, which they sustained by their labours, and cemented with their blood.

2. Strike the harp in praise of Bragela, whom I left in the isle of mist, the spouse of my love. Doth she raise her fair face from the rock to find the sails of Cuthullin? The sea is rolling far distant, and its white foam will deceive her for my sails. My love will retire, for it is night, and the dark wind sighs in her hair. She will retire to the hall of my feasts, and think of the times that are past; for I will not return till the storm of war is gone.

3. Thus passes the world away. Throughout all ranks and conditions, 'one generation passeth, and another generation cometh;' and this great inn is by turns evacuated and replenished by troops of succeeding pilgrims. The world is vain and inconstant. Life is fleeting and transient. When will the sons of men learn to think of it as they ought? When will they learn humanity from the afflictions of their brethren; or moderation and wisdom, from the sense of their own fugitive state?

6. METONYMY.

Metonymy is the figure which interchanges correlative terms: for example, it transposes—

I. The abstract and the concrete. It generally puts the concrete for the abstract; as, *the crown, the sceptre, for royalty*. It also puts the abstract for the concrete; as, *Her Majesty for the Queen*. It sometimes puts one concrete for another; as, *the bottle for wine*.

II. The author and his works; as *Shakespeare*, for his *plays*.

III. A part and the whole ; as, *sail* for *ships* ; *hands* for *workpeople*.

Exercise 80.

Find a Metonymy for each of the following terms :—

EXAMPLE.

Old age : Metonymy, *gray hairs*.

Paradise Lost.	The poor.
A purse.	Literature.
Civil government.	Wealth.
Drunkenness.	Death.
War.	An impudent fellow.
Light.	Infantry.
A nobleman.	Royalty.
A sword.	The Pilgrim's Progress.

Exercise 81.

Explain the examples of Metonymy in the following sentences :—

EXAMPLE.

No useless coffin enclosed his breast.

No useless coffin enclosed his *body* : A prominent *part* put for the *whole*.

O grave, where is thy victory ? The country was devastated by the sword. The power of the press is very great. In summer he occupies himself with the rod, in autumn with the gun. Constantine assumed the purple while in Britain. He is a great admirer of Wordsworth. Clive soon abandoned the pen for the sword. He has injured his health by his fondness for the weed. Every French soldier carries a baton in his knapsack. Three summers passed before we met again. In the allied fleet, there were thirty-three sail of the line. Paris declared for the red flag. He is studying for the bar. The old man takes his daily walk

in the sun. Silver and gold have I none. Pride and poverty are indifferent to death. The commercial crisis has shaken several of the greatest houses in Liverpool. One farmer has lost fifty head by the cattle disease.

7. HYPERBOLE.

Hyperbole, or Exaggeration, is that figure by which an object is magnified or diminished beyond its natural bounds; as, ‘I will make thy seed as the dust of the earth; so that if a man can number the dust of the earth, then shall thy seed also be numbered;’ ‘He possessed a field of smaller extent than a Lacedæmonian letter.’

The following rules ought to be observed in the use of Hyperbole:—

- I. A Hyperbole should never be introduced in the description of anything ordinary and familiar.
- II. A Hyperbole cannot be introduced with propriety till the mind of the reader is duly prepared.
- III. A Hyperbole should be comprehended in as few words as possible.

Exercise 82.

Represent the following subjects by Hyperbole:—

EXAMPLE.

An interesting and impressive speech.

His speech was so deeply interesting and impressive, that the very walls listened to his arguments, and were moved by his eloquence.

1. The brightness of a lighted room.
2. The splendour of a dress ornamented with jewels.
3. The number of persons in a crowd.
4. The quantity of rain which falls in a shower.

5. The thirst of an individual by the quantity of liquid he consumes.
 6. The size of a country by the rising and setting of the sun.
 7. The affliction caused by the death of a distinguished individual.
-

8. ANTITHESIS.

Antithesis, or Contrast, is a figure of arrangement, by which two objects or sentiments are represented in opposition; as, 'If you regulate your desires according to the standard of nature, you will never be poor; if according to the standard of opinion, you will never be rich.'

The principal rule to be observed in the use of Antithesis is, that it should be introduced sparingly, and only when the points of contrast are obvious and natural.

Exercise 83.

Represent the following subjects in Antithesis:—

EXAMPLE.

A wise man and a fool.

A wise man endeavours to shine in himself; a fool, to outshine others. The former is humbled by the sense of his own infirmities; the latter is lifted up by the discovery of the infirmities which he observes in others. The wise man considers what he wants; and the fool, what he abounds in. The wise man is happy when he gains his own approbation; and the fool, when he recommends himself to the applause of those about him.

1. Pride and humility.
2. Temperance and exercise.
3. Cheerfulness and mirth.

4. Discretion and cunning.
 5. True and false modesty.
 6. True honour and religion.
-

9. CLIMAX.

Climax is a figure of arrangement, by which every succeeding object or circumstance is made to rise above that which preceded ; as, ‘ It is highly criminal to bind a Roman citizen ; to scourge him is enormous guilt ; to kill him is almost parricide ; but by what name shall I designate the crucifying of him ? ’

Exercise 84.

Arrange the members in each of the following passages so as to form a Climax :—

EXAMPLE.

What a piece of work is man ! in action how like an angel ! how noble in reason ! in apprehension how like a god ! how infinite in faculties ! in form and moving how express and admirable !

What a piece of work is man ! how noble in reason ! how infinite in faculties ! in form and moving how express and admirable ! in action how like an angel ! in apprehension how like a god !

1. Nothing can be more worthy of us, than to contribute to the happiness of those who have been once useful, and are still willing to be so ; to be a staff to their declining days ; to make the winter of old age wear the aspect of spring ; to allow them not to feel the want of such enjoyments as they are now unable to procure ; and to smooth the furrows on the faded cheek.

2. The history of every succeeding generation is this. New objects attract the attention ; new intrigues engage the passions of men ; new actors come forth on the stage of the world ; a new world, in short, in the course of a few

years, has gradually and insensibly risen around us; new ministers fill the temples of religion; new members the seats of justice.

3. It is pleasant to command our appetites and passions, and to keep them in due order, within the bounds of reason and religion, because that is empire; it is pleasant to mortify and subdue our lusts, because that is victory; it is pleasant to be virtuous and good, because that is to excel many others; it is pleasant to grow better, because that is to excel ourselves.

10. ERRORS IN THE USE OF FIGURATIVE LANGUAGE.

Exercise 85.

Correct the following errors in the use of figurative language:—

1. No human happiness is so serene as not to contain any alloy.
2. Hope, the balm of life, darts a ray of life through the thickest gloom.
3. There is a time when factions, by the vehemence of their own fermentation, stun and disable one another.
4. Let us be attentive to keep our mouths as with a bridle; and to steer our vessel aright, that we may avoid the rocks and shoals which lie everywhere around us.
5. I can never enough admire the sagacity of this country for the encouragement given to the professors of physic. With what indulgence does she foster up those of her own growth, and kindly cherish those that come from abroad! Like a skilful gardener, she invites them from every foreign climate to herself.
6. In this our day of proof, our land of hope,
The good man has his clouds that intervene;
Clouds that may dim his sublunary day,
But cannot conquer: even the best must own,
Patience and resignation are the columns
Of human peace on earth.

7. The bill underwent a great number of alterations and amendments, which were not effected without violent contest. At length, however, it was floated through both houses, on the tide of a great majority, and steered into the safe harbour of royal approbation.

8. Since the time that reason began to bud, and put forth her shoots, thought, during our waking hours, has been active in every breast, without a moment's suspension or pause. The current of ideas has been always moving. The wheels of the spiritual engine have exerted themselves with perpetual motion.

9. The man who has no rule over his own spirit, possesses no antidote against poisons of any sort. He lies open to every insurrection of ill humour, and every gale of distress. Whereas he who is employed in regulating his mind, is making provision against all the accidents of life. He is erecting a fortress, into which, in the day of sorrow, he can retreat with satisfaction.

10. A great Eastern conqueror wrote, in the following terms, to a prince whose dominions he was about to invade :—"Where is the monarch who dares resist us? Where is the potentate who does not glory in being numbered among our attendants? As for thee, descended from a sailor, since the vessel of thy unbounded ambition has been wrecked in the gulf of thy self-love, it would be proper that thou shouldst take in the sails of thy temerity, and cast the anchor of repentance in the port of sincerity and justice, which is the port of safety; lest the tempest of our vengeance make thee perish in the sea of the punishment thou deservest."

11. CRITICAL EXAMINATION OF PASSAGES.

Exercise 86.

Write a critical examination of the following passages, commenting particularly on the figures of speech and thought:—

EXAMPLES.

1. " Things light or lovely in their acted time,
But now to stern reflection each a crime;
The withering sense of evil unrevealed,
Not cankering less, because the more concealed :
All, in a word, from which all eyes must start,
That opening sepulchre, the naked heart,
Bares with its buried woes."

In this passage the poet describes figuratively the agitation of the mind, when suffering the pangs of remorse. He represents its feelings under the metaphor of a wasting disease, which withers and corrodes the frame, till it extinguishes life, and reduces its victim to a putrid corpse, from which the spectator starts back with horror. In like manner, the agonizing reflections of a guilty conscience distract the soul to such a degree, that the wicked man is forced to disclose the evil deeds which he has committed; whereby he is rendered a much more disgusting object, than a dead body that must be consigned to the sepulchre.

2. " Sir, he may live ;
I saw him beat the surges under him,
And ride upon their backs ; he trod the water,
Whose enmity he flung aside, and breasted
The surge most swollen that met him."

In this description, a most incredible hyperbole is introduced. How is it possible for a person to ride upon the back of a wave, or tread water under his feet? What kind of enmity can surges have, and how can a person fling it from him? The incongruity of this figure shows that hyperboles should never be used, unless they are suitable to the subject which they are intended to illustrate.

1. There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune ;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.

2. The chief in silence strode before,
And reached that torrent's sounding shore,
Which, daughter of three mighty lakes,
From Vennachar in silver breaks,
Sweeps through the plain, and ceasless mincs
On Bochastle the moulderling lines,
Where Rome, the empress of the world,
Of yore her eagle wings unfurled.
3. There is a joy in grief, when peace dwells with the sorrowful. But they are wasted with mourning, O daughter of Toscar, and their days are few. They fall away like the flower on which the sun looks in his strength, after the mildew has passed over it, and its head is heavy with the drops of night.
4. Men must acquire a very peculiar and strong habit of turning their eye inwards, in order to explore the interior regions and recesses of the mind, the hollow caverns of deep thought, the private seats of fancy, and the wastes and wildernesses, as well as the more fruitful and cultivated tracts, of this obscure climate.
5. As from some rocky cliff the shepherd sees
Clustering in heaps on heaps the driving bees,
Rolling and blackening, swarms succeeding swarms,
With deeper murmurs and more hoarse alarms ;
Dusky they spread a close-embodied crowd,
And o'er the vale descends the living cloud.
So, from the tents and ships, a lengthening train
Spreads all the beach, and wide o'ershades the plain ;
Along the region runs a deafening sound ;
Beneath their footsteps groans the trembling ground.
6. A very shower
Of beauty is thy earthly dower !
Twice seven consenting years have shed
Their utmost bounty on thy head :
And these gray rocks, this household lawn,

These trees, a veil just half withdrawn,
This little bay, a quiet road
That holds in shelter thy abode;
In truth, together you do seem
Like something fashioned in a dream.

PART V.—ORIGINAL COMPOSITION.

The various kinds of original composition, in which the preceding rules and exercises may be practised, are *Descriptive*, *Narrative*, and *Discursive Essays*, and *Expository Themes*.

SECTION I.—DESCRIPTIVE ESSAYS.

A Descriptive Essay, like a descriptive paragraph (see p. 69), should explain *what an object is*; but its scope is wider, and it enters more fully into detail. Points, which in the paragraph are discussed in a single sentence, may occupy a whole paragraph in the essay. It affords room also for the introduction of narration and reflection, to an extent of which the paragraph does not admit.

The proper subjects of description are : 1. Places and natural scenery (topography). 2. Animals and plants (natural history). 3. The phases of nature (physics). 4. Mechanical contrivances and products of skill (the arts). With each of these classes of objects, the details introduced in the essay will necessarily vary. All the points need not be specified in every case.

1. TOPOGRAPHY.**OUTLINE.**

1. *Situation*.—Position with reference to rivers, mountains, coast, etc.; and climate.
 2. *Division*.—The parts of the place, and their arrangement.
 3. *Characteristics*.—Commercial, legal, literary, manufacturing, historical.
 4. *Prominent Features*.—Public buildings, streets, railways, churches, monuments, fortifications, etc.
 5. *Inhabitants*.—Race, number, civilisation, manners and customs.
-

EXAMPLE.*Chester.*

- I. *Situation*.—The right bank of the Dee; 16 miles S.E. of Liverpool; stands on a rocky sandstone height.
 - II. *Prominent Features*.—Two main streets; the 'Rows'; surrounded by walls; the Cathedral; St John's Church; bridges; barracks; railway station; picturesque appearance.
 - III. *Character*.—Manufacturing; commercial; episcopal.
 - IV. *Inhabitants*.—38,000; industrious, hospitable.
 - V. *History*. — Under the Romans, Saxons, Normans, Stuarts. The Chester Plays; Races.
- I. This ancient city, which bears in its name (Chester—Latin, *Castra Devana*) evidence of its having been a Roman colony or station, is situated on the right bank of the river Dee, about twenty-two miles from its mouth, and is sixteen miles south-east of Liverpool. The rocky sandstone height on which it stands accounts for the salubrity of its climate. The county of Cheshire, of which it is the chief town, has obviously derived its name from that of the city.
- II. Chester is unique amongst English cities for quaintness and picturesque appearance. It is intersected by two main

streets, which cross each other at right angles, and which were cut out by the Romans at a considerable depth, varying from four to ten feet below the level of the houses. The houses in these streets are curiously arranged. The front parts of their second stories, to the breadth of sixteen feet, form a continuous paved promenade or covered gallery, called the "Rows." This gallery is open in front, the superstructure being supported by pillars, and it communicates by means of steps with the street below. Within the "Rows" are the chief shops of the town; above are private houses, and below there are inferior shops and warehouses. Many of the houses are built partly of wood, and are ornamented with quaintly carved gables, which adds to the picturesqueness of the town. The main part of the town is enclosed in an oblong quadrangle of ancient walls, seven or eight feet thick, nearly two miles in circuit, and having four gates. These walls, fenced with parapets, now form a public promenade, where two persons can walk abreast. Chester Cathedral is an irregular massive structure, built of crumbling sandstone. It is 375 feet in length, by 200 in breadth, and has a tower 127 feet high. It was formerly the church of the Abbey of St Werburgh, and for six centuries and a half enjoyed the reputation of being one of the richest foundations in England. St John's Church, now partially in ruins, is believed to have been founded at the close of the seventh century. At Chester, the Dee is crossed by a stone bridge consisting of a single arch, with a span of 200 feet—the largest stone arch that has ever been built. The barracks are extensive and important, containing, it is said, nearly 30,000 stand of arms. The railway station is the centre of six important lines, and is one of the largest and finest in the kingdom.

III. Chester is an episcopal city. The see was founded by Henry VIII. in 1541, being one of the six new bishoprics erected with the spoils of the suppressed monasteries. Among the most famous occupants of the see have been Bishop Pearson, the expounder of "The Creed," and Beilby Porteus, the author of "The Evidences of Christianity."

It has manufactures of white lead, shot lead, lead pipes, and patent shot. Chester was till lately a flourishing river port. It still exports cheese, copper, cast-iron, and coal; but since the rise of Liverpool, its commerce has steadily declined.

IV. The population of Chester is about 38,000; it is the abode of many wealthy families, and the citizens are equally distinguished for industry, liberality, hospitality, and public spirit.

V. As already mentioned, Chester was an important Roman station. It has yielded many Roman remains, including, besides coins, altars, and inscriptions, a famous statue of Pallas. After the departure of the Romans, the town was recovered by the Britons, and remained in their hands till 828, when it was taken by the Saxons. Its strength made it a refuge against the descents of the Danes, by whom, however, it was several times taken and ravaged. For nearly two centuries after the Norman Conquest, the Earls of Chester had their own courts and parliaments there, Cheshire being then a county palatine. But Henry III. made his eldest son Earl of Chester, a title since held by the Princes of Wales. Chester played an important part in the great civil war. It held out for the king; but after a long siege, the parliamentary forces defeated those of Charles, and took the city. Chester is famous for its Mystery Plays, which were acted periodically in the church from 1250 till 1577. It is now chiefly noted for its Races. But it will be esteemed a higher distinction that one of its churches contains the remains of Matthew Henry, the famous Nonconformist divine and Biblical commentator.

Exercise 87.*

Write descriptive essays on the following subjects:—

- | | |
|---------------------------|-----------------------------|
| 1. Jerusalem.
2. Rome. |
3. Paris.
4. London. |
|---------------------------|-----------------------------|

* At this stage, the Teacher should discontinue giving hints, and require the pupils to prepare the outlines of their Essays for themselves.

- | | |
|-------------------------------------|--------------------------|
| 5. Edinburgh. | 10. The Trossachs. |
| 6. Holy Isle. | 11. The Tower of London. |
| 7. St Catherine's Island,
Tenby. | 12. Stonehenge. |
| 8. The Bass Rock. | 13. Carisbrook Castle. |
| 9. The Geysers, Iceland. | 14. Stirling Castle. |
| | 15. The Suez Canal. |
-

2. NATURAL HISTORY.

OUTLINE.

1. *Definition*.—The class to which it belongs; wherein it differs from others of the same class.
2. *Division*.—Its parts and their functions, and other peculiarities.
3. *Characteristics*.—The habits of an animal; the conditions of growth of a vegetable; its habitat or locality; form, size, colour, beauty.
4. *Uses*.—For food, for draught, for building, for manufactures.

Exercise 88.

Write descriptive essays on the following subjects:—

- | | |
|----------------------|--------------------|
| 1. The Elephant. | 9. The Sugar Cane. |
| 2. The Horse. | 10. The Tea Plant. |
| 3. The Cow. | 11. Gold. |
| 4. The Eagle. | 12. Iron. |
| 5. The Whale. | 13. Lime. |
| 6. The Oak. | 14. The Diamond. |
| 7. The Cotton Plant. | 15. Slate. |
| 8. The Date Palm. | 16. Marble. |
-

3. PHYSICS.

OUTLINE.

1. *Definition*.—What it is, how it appears; its history and discovery.

2. *Cause*.—Its origin, scientifically explained.
3. *Effects*.—On nature, on man, and on human industry.
4. *Characteristics*.—Accompanying circumstances, beauty, sublimity.

Exercise 89.

Write descriptive essays on the following subjects :—

- | | |
|----------------------------|-------------------------|
| 1. An Eclipse of the Sun. | 7. The Rainbow. |
| 2. An Eclipse of the Moon. | 8. Earthquakes. |
| 3. The Tides. | 9. The Aurora Borealis. |
| 4. Glaciers. | 10. Whirlpools. |
| 5. A Volcano. | 11. A Tornado. |
| 6. Icebergs. | 12. Electricity. |
-

4. THE ARTS.**OUTLINE.**

1. *Definition*.—The class to which it belongs ; comparison with similar objects ; its uses, if a mechanical contrivance.
2. *Origin*.—When and by whom invented or executed ; its history.
3. *Division*.—Its parts and their functions, and other peculiarities.
4. *Characteristics*.—Form, extent, colour, merits, and defects.

Exercise 90.

Write descriptive essays on the following subjects :—

- | | |
|--------------------|--------------------------------|
| 1. Clock. | 9. Camera Obscura. |
| 2. Barometer. | 10. Rifle. |
| 3. Microscope. | 11. Wilkie's Rent Day. |
| 4. Balloon. | 12. Raphael's Transfiguration. |
| 5. Printing Press. | 13. The Nelson Column. |
| 6. Lifeboat. | 14. The Scott Monument. |
| 7. Diving-Bell. | 15. The Menai Bridge. |
| 8. Telegraph. | |

SECTION II.—NARRATIVE ESSAYS.

A Narrative Essay relates a course of events. Its purpose and plan are similar to those of the narrative paragraph (see p. 72); but it mentions details with greater minuteness, and admits of the introduction more freely of descriptive and reflective elements.

The events should be related in the order of time. Sometimes, however, a narrative gains force by departing from this rule. For example, we may secure greater attention to both cause and effect in a sequence of events, by stating the effect first and the cause afterwards.

Narrative essays may be classified, according to the subjects of which they treat, into *Incidental*, *Biographical*, and *Historical*.

1. INCIDENTAL NARRATION.

Incidental Essays treat of events and circumstances which come within the writer's experience.

GENERAL OUTLINE.

- I. *Introduction*.—Time, place, persons implicated.
- II. *Narrative*.—How it happened ; accompanying circumstances.
- III. *Reflections*.—Its causes and consequences.

EXAMPLE.

A MAN OVERBOARD !

- I. *Introduction*.—Off the Azores—a coming storm.

- II. *Narrative*.—The last reef—sailor slipped in stepping on bulwarks, and fell over—alarm raised—boat lowered—the search—fresh squall—signal to return—growing dark—a brave struggle—the boat returns *without* the “man overboard.”
- III. *Reflections*.—His birthday—his despair—gloom settled on the ship.

I. Off the Azores, we were overtaken by a series of severe squalls. A few moments after, one struck us; our gallant ship was drenched in foam and spray, and then it heavily rolled on a heavy sea.

II. We were preparing ourselves for the coming storm, when a man, who was coming down from the last reef, slipped, as he stepped on the bulwarks, and went over backwards into the waves. In a moment, that most terrific of all cries at sea, “A man overboard! a man overboard!” flew like lightning over the ship. I sprang upon the quarter-deck, just as the poor fellow, with his “fearful human face” riding the top of a billow, fled past. In an instant all was commotion: plank after plank was cast over for him to seize and sustain himself on, till the ship could be put about and the boat lowered. The first mate, a bold, fiery fellow, leaped into the boat that hung at the side of the quarterdeck, and, in a voice so sharp and stern that I seem to hear it yet, shouted, “In, men! in, men!” But the poor sailors hung back,—the sea was too wild. The second mate sprang to the side of the first, and the men, ashamed to leave both their officers alone, followed. “Cut away the lashings!” exclaimed the officer; the knife glanced round the ropes, the boat fell to the water, rose on a huge wave far over the deck, and drifted rapidly astern.

The brave man stood erect, the helm in his hand, his flashing eye embracing the whole peril in a single glance, and his hand bringing the head of the gallant little boat on each high sea that otherwise would have swamped her. I watched them till nearly two miles astern, when they lay-to, to look

for the lost sailor. Just then I turned my eyes to the southern horizon, and saw a squall, blacker and heavier than any we had before encountered, rushing down upon us. The captain also saw it, and was terribly excited. He called for a flag, and springing into the shrouds, waved it for their return. The gallant fellows obeyed the signal, and pulled for the ship. But it was slow work, for the head of the boat had to be laid on to almost every wave.

It was now growing dark, and if the squall should strike the boat before it reached the vessel, there was no hope for it; it would either go down at once, or drift away into the surrounding darkness, to struggle out the night as it could. I shall never forget that scene. All along the southern horizon, between the black water and the blacker heavens, was a white streak of tossing foam. Nearer and clearer every moment, it boiled and roared on its track. I could not look steadily on that gallant little crew, now settling the question of life and death to themselves, and perhaps to us, who would be left almost unmanned in the middle of the Atlantic, and encompassed by a storm. The sea was making fast, and yet that frail thing rode on it like a duck. Every time she sank away, she carried my heart down with her; and when she remained a longer time than usual, I would think it was all over, and cover my eyes in horror; the next moment she would appear between us and the black rolling cloud, literally covered with foam and spray. The captain knew that a few minutes more would decide the fate of his officers and crew. He called for his trumpet, and springing up the rattlings, shouted out over the roar of the blast and waves, "*Pull away, my brave bullies, the squall is coming—give way, my hearties!*" and the bold fellows did "give way" with a will. I could see their ashen oars as they rose from the water, while the life-like boat sprang to their strokes down the billows, like a panther on the leap. On she came, and on came the blast. It was the wildest struggle I ever gazed on; but the gallant little boat conquered. Oh! how my heart leaped when she at length shot round the stern,

and, rising on a wave far above our lee-quarter, shook the water from her drenched head, as if in delight to find her shelter again.

The chains were fastened, and I never pulled with such right goodwill on a rope as on the one that brought that boat up the vessel's side. As the heads of the crew appeared over the bulwarks, I could have hugged the brave fellows in transport. As they stepped on deck, not a question was asked—no report given—but "*Forward, men!*" broke from the captain's lips. The vessel was trimmed to meet the blast; and we were again bounding on our way. If that squall had pursued the course of all the former ones, we must have lost our crew; but when nearest the boat (and it seemed to me the foam was breaking not a hundred rods off), the wind suddenly veered, and held the cloud in check, so that it swung round close to our bows.

III. The poor sailor was gone; he came not back again. It was his birthday (he was twenty-five years old), and, alas! it was his death-day. Whether, a bold swimmer, he saw at a distance his companions hunting hopelessly for him, and, finally, with his heart growing cold with despair, beheld them turn back to the ship, and the ship itself toss its spars away from him for ever; or whether the sea soon took him under, we know not. We saw him no more; and a gloom fell on the whole ship. There were but few of us in all, and we felt his loss. It was a wild and dark night; death had been among us, and had left us with sad and serious hearts. And as I walked to the stern, and looked back on the foam and tumult of the vessel's wake, in which the poor sailor had disappeared, I instinctively murmured the mariner's hymn, closing with the sincere prayer—"Oh, sailor boy, sailor boy! peace to thy soul!"—*Headley.*

Exercise 91.

Write incidental essays on the following subjects:—

- | | |
|-------------------------------|--------------------------|
| 1. The Opening of Parliament. | 2. The Launch of a Ship. |
| | 3. A Holiday Tour. |

- | | |
|------------------------------|------------------------------|
| 4. A Visit to a Mine. | 8. A Yachting Expedition. |
| 5. A Day in London. | 9. A Trial. |
| 6. A Review, and Sham Fight. | 10. A Visit to a Paper-Mill. |
| 7. A Parliamentary Election. | 11. A Storm at Sea. |
| | 12. A State of Siege. |
-

2. BIOGRAPHICAL NARRATION.

Biographical Essays relate the incidents in the lives of distinguished persons. An essay of this kind should give prominence to those events on which the fame of its subject chiefly depends.

GENERAL OUTLINE.

- I. *Description*.—Brief general statement of position and character.
- II. *Birth and Early Life*.—Time and place of birth ; parentage ; the surroundings of childhood ; anecdotes.
- III. *Education and Choice of Profession*.—Schools ; university, or other place of education ; companions ; influences bearing on the mind ; considerations leading to the choice of a profession.
- IV. *Career*.—Different stages and appointments ; events in public life ; characteristic labours ; events in private life ; friendships ; works, etc.
- V. *Death*.—Its cause and accompanying circumstances ; age ; burial.
- VI. *Character*.—Estimate of in detail ; the lessons of the life.

Exercise 92.

Write biographical essays on the following subjects :—

1. SIR WALTER SCOTT.
- I. *Description*.—The prince of historical novelists—poet, historian, and essayist.

- II. *Birth and Early Life*.—Born at Edinburgh, 15th August 1771—His father a W.S.; of an old Border family, the Scotts of Harden—A delicate child.
- III. *Education and Choice of Profession*.—(1778) Goes to High School of Edinburgh; an idle scholar, fond of story-telling; a poet at twelve—(1784) Goes to the University—Apprenticed to his father as Writer to the Signet—(1781) Joins the Speculative Society—Becomes acquainted with Jeffrey—(1792) Called to the Bar.
- IV. *Career*.—Moderate success at the Bar—Collects Border ballads—Translations from Goethe—(1797) Marries Miss Carpenter—Made Sheriff of Selkirkshire—(1802) Publishes the *Border Minstrelsy*—(1805-1815) Poems published—(1810) Becomes a publisher—Purchases Abbotsford—(1814) *Waverley* (first novel) published—Two or three novels published every year till 1825—(1826) Failure of Constable; Scott ruined—(1827) Acknowledges the authorship of the Novels—Works hard to repay his creditors, clears off £76,000 in four years.
- V. *Death*.—Injures his health—(1831) Stroke of paralysis—Goes abroad—Returns to Abbotsford to die, 21st September 1832—Buried in Dryburgh Abbey, 26th September.
- VI. *Character*.—As a novelist—as a poet—as a man—great courage and determination in the face of adversity.

- | | |
|---|---|
| 2. Samuel Johnson.
3. Addison.
4. Raleigh.
5. Cromwell.
6. Pitt.
7. Clive.
8. Alfred the Great. | 9. Charlemagne.
10. Napoleon Bonaparte.
11. Wallenstein.
12. Joan d'Arc.
13. Mary Stuart.
14. Julius Cæsar.
15. Socrates. |
|---|---|

3. HISTORICAL NARRATION.

Historical Essays relate the successive incidents of a historical event, or the leading transactions in a period, as wars, battles, sieges, revolutions, etc.

GENERAL OUTLINE.

- I. *Introduction*.—The historical connexion of the event,—the occasion, time, and place of its occurrence.
- II. *Narrative*.—The incidents in the order of their occurrence,—description of important places, and persons, connected with it.
- III. *Result*.—Whether successful in accomplishing the objects of its promoters.
- IV. *Reflections*.—On the general character and consequences of the event as a whole.

Exercise 93.

Write historical essays on the following subjects:—

1. THE NORMAN CONQUEST.

- I. *Introduction*.—Events which led up to the conquest—Edward the Confessor, a Frenchman by education and long residence in France—A weak ruler—Introduced French friends and habits in England—Visited by Duke William—His character and designs—Harold's alleged oath to William—Death of Edward, 5th January 1066.
- II. *Narrative*.—Harold proclaimed king—Disappointment of William—He resolves upon invasion—His preparations—His forces, archers, mailed pikemen, knights in armour—The Pope blesses his banner—Invasion of Tostig and Harold Hardrada in the north—Battle of Stamford Bridge (25th September)—The Normans land at Pevensey (29th September)—Alarm of Harold—Marches southward to meet them—Battle

of Senlac, near Hastings (14th October)—Valour of the English—William's horse killed, and he reported dead—The Normans give way, but William reappears and rallies them—Flight of Norman arrows—Harold struck down—The English feign flight—It becomes real, and William is conqueror—Harold buried on the beach (afterwards in Waltham Abbey).

- III. *Result.*—William marches to Dover—Indecision of the Witan—William ravages the country around London—He is offered the crown by Stigand and others—Crowned on Christmas day.
- IV. *Reflections.*—Change of dynasty—New nobility—England prepared for the changes—Effect on laws, manners, customs, language, and literature.

- | | |
|-----------------------------------|---------------------------------------|
| 2. The Danish Rule in England. | 9. The Destruction of Jerusalem. |
| 3. The Barons' Wars. | 10. The Battles of Philippi. |
| 4. The French Wars of Edward III. | 11. The Relief of Leyden. |
| 5. The Wars of the Roses. | 12. The French Revolution. |
| 6. The Civil War. | 13. The American War of Independence. |
| 7. The Battle of Bannockburn. | 14. The Indian Mutiny. |
| 8. The Siege of Acre. | 15. The Franco-German War (1870–71). |

SECTION III.—DISCURSIVE ESSAYS.

A Discursive Essay treats of an abstract subject. It contains a connected series of reflections and remarks upon it, without following any uniform plan of treatment. A separate outline of heads must therefore be prepared for each subject.

Exercise 94.

Write discursive essays on the following subjects :—

EXAMPLE.*On Amusement.*

- I. It is a great mistake to suppose that amusement should form the business of life.
- II. The original meaning of the terms amusement, relaxation, and recreation, may convince us of this.
- III. That which is made the business of life ceases to be amusement.
- IV. Rich and poor must be employed, or be unhappy.

I. It is very often taken for granted by young people, that amusement is the principal object of life; and this opinion is frequently carried to so great an excess, that pleasure seems to be the ruling principle which directs all their thoughts, words, and actions, and which makes the serious duties of life heavy and disgusting. Such an opinion, however, is no less absurd than unhappy, as may be shown by taking the other side of the question, and proving that there is no real enjoyment without labour.

II. The words commonly used as synonymous with amusement, are relaxation and recreation; and the precise meaning of these words may help us to take a correct view of this subject. Amusement signifies an occasional forsaking of the muses, or the laying aside of our books when we are weary of study. The idea of relaxation is taken from a bow, which must be unbent when it is not wanted, that its elasticity may be preserved. Recreation is the refreshing of our spirits when they are exhausted with labour, that we may be ready, in due time, to resume it again. From these considerations it follows, that, to use a common expression, as the idle man has no work, he can have no play; for how

can he leave the muses, who is never with them? how can he be relaxed, who is never bent? how can play refresh him who is never exhausted with business?

III. All rest presupposes labour: hence, when amusement becomes the business of life, its nature is changed. He that has no variety, can have no enjoyment: he is surfeited with pleasure, and in the bitter hours of reflection, would find a refuge in labour itself. Indeed, it may be observed, that there is not a more miserable being, than a young person who has nothing to do but find out some new way of putting off time.

IV. We sometimes hear it said of poor men, that if they do not work, they shall not eat; and a similar remark may be made upon the rich, who, if they are not in some respect useful to the public, are almost sure to become burdensome to themselves. A blessing goes along with every useful employment: it keeps a man on good terms with himself, and consequently in good spirits, and in a capacity of being pleased with every innocent gratification. As labour is necessary to procure an appetite to the body, so must there be some previous exercise of the mind to prepare it for enjoyment. Indulgence on any other terms is false in itself, and ruinous in its consequences.

1. On History.

I. History a most interesting and useful branch of study.

II. History a representation of human character; the record of human experience.

III. The various kinds of information which we derive from the study of history.

IV. Some of the great moral lessons which history teaches.*

* It may at first be necessary for the Teacher to assist his Pupils in amplifying these heads. He may also suggest examples, and other illustrations, especially when they occur in the course of their ordinary studies.

2. On Parental Affection.

- I. Parental affection implanted by Providence for the preservation of the species.
- II. We are, therefore, indebted for it to the great Father of all.
- III. Remarkable instances of parental affection.
- IV. The corresponding duty of children.

3. On Generosity.

- I. Generosity is doing more than we are obliged to do.
- II. We must do justice to escape the censure of the laws; but to be generous we must do more than the laws require.
- III. Christian morality is true generosity.
- IV. Generosity produces generosity.
- V. Remarkable examples of generosity.

4. On Politeness.

- I. The origin of the term.
- II. The ordinary acceptation of it.
- III. Politeness ought to express that benevolence artificially, which religion requires in reality.
- IV. What Christian maxim is the foundation of all true politeness?
- V. Correspondence between politeness and religion.

5. Sympathy.

- I. What is sympathy?
- II. It at once supports and adorns human nature.
- III. It guards our infancy, instructs our childhood, and performs all the kind offices of friendship in riper years.
- IV. It consoles us in our last moments, and defends our character after death.
- V. A person without sympathy, and living only for himself, is the basest and most odious of all creatures.

6. On Education.

I. Education consists not only in acquiring knowledge, but in the formation of such habits as determine the character.

II. The station of men in society, more dependent on education than on birth or fortune.

III. Fortune may descend to us from others ; but education must be acquired by ourselves.

IV. Alexander the Great said he was more indebted to his tutor Aristotle, than to his father Philip.

V. The superiority of one man to another, owing more to education than to nature.

VI. How many have remained in inferior situations, who might have risen to eminence, but for the want of education !

VII. Much may be done in the way of educating themselves afterwards, by those whose education has been neglected in childhood and youth.

VIII. We ought to cherish gratitude to the friends who have bestowed upon us this blessing, and respect for the institutions in which we ourselves have been educated, or which place education within every one's reach.

7. On the Love of Order.

I. Order is of the utmost importance in the affairs of life.

II. A love of order is a love of beauty, propriety, and harmony, in the material and in the moral world.

III. A love of order appears in the regulation of our expenses, in the spending of our time, in the choice of our companions, and even in our amusements.

IV. Arguments for orderly habits from the Scriptures.

V. Connexion between the love of order and other virtues.

8. On Affectation.

I. Affectation is apparent hypocrisy.

II. It has its origin in vanity.

III. Affectation hurts the pride of others, by endeavouring either to impose upon them or to excel them, and therefore makes them its enemy.

IV. Nothing more exposes affectation than contrasting it with its opposite. Affectation wears a disguise, is a double character, and creates suspicion; simplicity is what it appears to be, has a unity of character, and creates confidence.

V. Affectation is a folly by which we gain nothing but contempt.

VI. An affected character may be compared to a palace built of ice.

VII. Affectation tarnishes the most shining qualities.

9. On Composition.

I. The general meaning of the word, its application to particular arts, and the branch of study to which it is usually limited.

II. The importance of studying composition, knowledge being of little use without the art of communicating it.

III. The best means of acquiring this art.

10. On Conversation.

I. Ability to converse little appreciated, because of familiar use.

II. The improvement derived from conversation.

III. The pleasure derived from conversation.

11. On Reading.

I. Reading compared with conversation.

II. Reading more conducive to improvement than ordinary conversation.

III. Its effect upon the mind of the student.

IV. Its effect upon his language.

12. On Memory.

I. Memory the storehouse of the mind.

II. To some not a treasury of things, but a lumber-room of words.

III. What ought to be the effects of observation, discourse, and reading?

IV. To what persons will memory bring constant causes of regret and misery?

V. To whom is it a never-failing spring of pleasure?

13. *On Curiosity.*

I. Curiosity a useful or a pernicious principle according as directed.

II. What we owe to well-directed curiosity.

III. The effects of ill-directed curiosity.

IV. Character of a person notorious for ill-directed curiosity.

14. *On Filial Duty.*

I. The earliest virtue we can practise. What may be reasonably hoped of the child that displays it.

II. It is a virtue of the heart: it has also the sanction of the understanding.

III. Remarkable examples of filial duty.

15. *On Patriotism.*

I. A sentiment inculcated by nature; for as we naturally prefer our kindred to ordinary acquaintances, and the latter to strangers, so do we prefer our native country to every other.

II. How this sentiment should operate.

III. Remarkable examples of patriotism.

16. *On the Art of Printing.*

I. When and by whom discovered and improved.

II. In what way has it operated in the diffusion of knowledge?

III. What have been its effects?

IV. What benefits may we yet hope from it?

17. On Knowledge.

- I. We are provided with faculties for acquiring knowledge.
- II. What may be inferred from this?
- III. The advantages of extensive knowledge.
- IV. The dangers of false or pernicious knowledge.

18. On Obedience.

- I. What depends upon obedience?
- II. When does it cease to be a duty?
- III. The evils of disobedience.
- IV. The most remarkable example of obedience.

19. On Self-Denial.

- I. Consists in abstaining from present indulgence for the sake of greater expected good.
- II. A great principle both of religion and of morals.
- III. To a certain extent necessary to real enjoyment.
- IV. Remarkable examples.

20. On Piety.

- I. Necessary to virtue.
 - II. Necessary to happiness.
-

SECTION IV.—EXPOSITORY THEMES.

An Expository Theme treats of an abstract subject, applying to it a formal method, for the purpose of explaining its nature, causes, effects, and other circumstances about it. Exposition is simply description applied to ideas and scientific truths, instead of to sensible objects.

The subjects of expository themes are either *Terms* or *Propositions*.

1. TERMS.

Terms are expounded according to the following method :—

I. The DEFINITION: state the subject distinctly, and, if necessary, explain it by a formal definition, a paraphrase, or a description.

II. The CAUSE: show what is the occasion of the subject, or from what it proceeds.

III. The ANTIQUITY or NOVELTY: show whether the subject was known in ancient times; in what state it was, if known; and in what state it is in modern times.

IV. The UNIVERSALITY or LOCALITY: show whether the subject relates to the whole world, or only to a particular portion of it.

V. The EFFECTS: examine whether the subject be good or bad; show wherein its excellence or inferiority consists; and point out the advantages or disadvantages which arise from it.

Exercise 95.

Write expository themes on the following terms :—

EXAMPLE.

*On Friendship.**

I. Friendship is an attachment between persons of congenial dispositions, habits, and pursuits.

* This subject, and those which follow, may also be proposed in the form of questions; thus :—

I. What is friendship?

II. What is the cause of friendship?

III. What was anciently thought of friendship, and what examples are on record? What is friendship seldom remarkable for in modern times?

IV. Is friendship confined to any particular rank in life, or state of society?

V. What are the benefits of true, and the evils of false, friendship?

II. It has its origin in the nature and condition of man. He is a social creature, and naturally loves to frequent the society and enjoy the affections of those who are like himself. He is also, individually, a feeble creature, and a sense of this weakness renders friendship indispensable to him. When he has all other enjoyments within his reach, he still finds his happiness incomplete, unless it is shared by one whom he considers his friend. When in difficulty and distress, he looks around for advice, assistance, and consolation.

III. No wonder, therefore, that a sentiment of such importance to man should have been so frequently and so largely considered. We can scarcely open any of the volumes of antiquity without being reminded how excellent a thing is friendship. The examples of David and Jonathan, Achilles and Patroclus, Pylades and Orestes, Nisus and Euryalus, Damon and Pythias, all show to what a degree of enthusiasm it was sometimes carried. But it is to be feared that, in modern times, friendship is seldom remarkable for similar devotedness. With some it is nominal rather than real, and with others it is regulated entirely by self-interest.

IV. Yet it would, no doubt, be possible to produce, from every rank in life, and from every state of society, instances of sincere and disinterested friendship, creditable to human nature, and to the age in which we live.

V. After these remarks, to enlarge on the benefits of possessing a real friend appears unnecessary. What would be more intolerable than the consciousness that, in all the wide world, not one heart beat in unison with our own, or cared for our welfare? What indescribable happiness must it be, on the other hand, to possess a real friend; a friend who will counsel, instruct, assist; who will bear a willing part in our calamity, and cordially rejoice when the hour of happiness returns! Let us remember, however, that all who assume the name of friends are not entitled to our confidence. History records many instances of the fatal consequences of faithlessness in friendship; and it cannot be denied that the

world contains men who are happy to find a heart they can pervert, or a head they can mislead, if thus their unworthy ends can be more surely attained.

- | | |
|--|---|
| 1. On Government.
2. On War.
3. On Youth.
4. On Old Age.
5. On the Drama.
6. On Books.
7. On Travelling. | 8. On Poetry.
9. On Painting.
10. On Music.
11. On Commerce.
12. On Gaming.
13. On Chivalry.
14. On Philosophy. |
|--|---|
-

2. PROPOSITIONS.

Propositions are expounded according to the following method :—

I. The EXPLANATION: where you show the meaning of the subject, by amplification or paraphrase.

II. The REASON: where you prove the truth of the proposition by some reason or argument.

III. The CONFIRMATION: where you show the unreasonableness of the contrary opinion, or advance some other reason in support of the former.

IV. The SIMILE: where you illustrate the truth of what is affirmed, by introducing some comparison.

V. The EXAMPLE: where you bring instances from history to corroborate the truth of your affirmations, or the soundness of your reasoning.

VI. The TESTIMONY: where you introduce proverbial sentences, or passages from good authors, which show that others think as you do.

VII. The CONCLUSION: where you sum up the whole, and show the practical use of the subject, by some pertinent observations.

Exercise 96.

Write expository themes on the following propositions:—

EXAMPLE.

Virtue is its own reward.

I. Virtue consists in doing our duty to God and our neighbour, in opposition to all temptations to the contrary. Such conduct is so consonant to the light of reason, and so agreeable to our moral sentiments, and produces so much peace of mind, that it may be said to carry its reward along with it, even if unattended by that recompense which it generally meets in the world.

II. The reason of this seems to lie in the very nature of things. The all-wise and benevolent Author of nature has so framed the soul of man, that he cannot but approve of virtue; and has annexed to the practice of it an inward satisfaction, that mankind may be encouraged to become virtuous.

III. If it were not so, if virtue were accompanied with no self-satisfaction, we should not only be discouraged from practising it, but should be tempted to think that there was something very wrong in the laws and the administration of Providence.

IV. But the reward of virtue is not always confined to this internal peace and happiness. As, in the works of nature and of art, whatever is really beautiful, is generally useful; so, in the moral world, whatever is truly virtuous, is at the same time so beneficial to society, that it seldom goes without some external recompense.

V. How has the approbation of all future ages rewarded the virtue of Scipio! That young warrior had taken a beautiful captive, with whose charms he was greatly enamoured; but, finding that she was betrothed to a young nobleman of her own country, he, without hesitation, generously delivered her up to him. This one action of the

noble Roman has, more than all his conquests, shed an imperishable lustre around his character.

VI. Nor has the approbation of mankind been limited to the virtuous actions of individuals. The loveliness of virtue generally has been the constant topic of all moralists, ancient and modern. Plato remarks, that if virtue were to assume a human form it would command the admiration of the whole world. A late writer has said, "In every region, every clime, the homage paid to virtue is the same. In no one sentiment were ever mankind more generally agreed."

VII. If, therefore, virtue is in itself so lovely; if it generally commands the approbation of mankind; if it is accompanied with inward peace and satisfaction: surely it may be said to be its own reward. Though it must be acknowledged that it is frequently attended with crosses and misfortunes in this life, and that there is something of self-denial in the very idea of it; yet, in the words of the poet, is

"The broadest mirth unfeeling folly wears,
Less pleasing far than virtue's very tears."

1. Delays are dangerous.
2. Evil communications corrupt good manners.
3. Well begun is half done.
4. Perseverance generally prevails.
5. Necessity is the mother of invention.
6. Custom is second nature.
7. Honesty is the best policy.*

LIST OF SUBJECTS FOR ESSAYS.

1. History and character of Abraham.
2. , , , Joseph.
3. , , , Moses, etc.

* The Exercises on these subjects may also be written in the form of fictitious narratives.

4. Description of Athens.
5. " " London.
6. " " Paris, etc.
7. Biography of Pompey.
8. " " Columbus.
9. " " Napoleon Bonaparte, etc.
10. History of a hat.
11. " " a pin.
12. " " a shilling, etc.
13. Tour through Great Britain.
14. " " France.
15. " " Spain, etc.
16. Journal of a voyage round the world.
17. Different forms of government.
18. " " religion.
19. Adaptation of animals to the countries in which they live.
20. " " vegetables to the situations in which they grow.
21. Arrangement of mineral strata.
22. Invention of the mariner's compass.
23. " " the telescope.
24. " " the steamboat, etc.
25. Sculpture.
26. Architecture, etc.
27. Justice.
28. Prudence.
29. Temperance.
30. Fortitude.
31. Courage.
32. Hospitality.
33. Ambition.
34. Benevolence.
35. Magnanimity.
36. Patience.
37. Truth.
38. Prejudice.

39. First impressions.
40. Reason and instinct.
41. Progress of error.
42. Knowledge is power.
43. Public opinion.
44. The senses.
45. The mental powers.
46. The law of gravitation.
47. An effect presupposes a cause.
48. Five minutes too late.
49. The Castaway.
50. Life, reign, and character of James I. of Scotland.
51. Cyrus the Great, and his contemporaries.
52. Summary of Scripture history.
53. Typical character of the Old Testament.
54. Evidences of Christianity.
55. Influence of Christianity on the social condition of mankind.
56. Immortality of the soul.

THE END.

Tyler's General History.....	P. 13
Watt's Scripture History.....	13
White's Universal History.....	12, 13
..... England for Jun. Classes.....	12
..... History of France.....	12
..... Great Britain and Ireland.....	12
..... Sacred History.....	13
..... Histories of Scotland.....	12
..... History of Rome	13
 Writing, Arithmetic, etc.	
Gray's Arithmetic.....	15
Hutton's Arithmetic, etc.....	15
Ingram's Principles of Arithmetic.....	15
MacLaren's Arithmetic.....	16
..... Book-keeping.....	16
Melrose's Arithmetic.....	16
Scott's Arithmetical Works.....	16
..... Copy Books & Copy Lines.....	16
Smith's Arithmetical Works.....	14
Stewart's Arithmetical Works.....	15
Trotter's Arithmetical Works.....	14, 15
..... New Code Arithmetic.....	4
..... Hutton's Book-keeping.....	15
 Gaelic.	
Forbes's Gaelic Grammar.....	16
 Mathematics, etc.	
Ingram's System of Mathematics.....	16
..... Mensuration, by Trotter.....	16
..... Euclid	16
..... Algebra.....	16
Nicol's Sciences.....	17
Trotter's Key to Ingram's Mathematics.....	16
..... Manual of Logarithms.....	16
 French.	
Beljame's French Grammar, etc	20
Caron's First French Class-Book.....	20
..... First French Reading-Book.....	20
..... French Grammar.....	20
Chambaud's Fables Choisies.....	18
Christison's French Grammar.....	20
..... Fables et Contes Choisies	20
..... Fleury's History of France.....	20
French New Testament.....	18
Gibson's Le Petit Fablier.....	18
Hallard's French Grammar.....	20
Schneider's First French Course.....	18
..... Conversation-Grammar.....	18
..... French Reader.....	18
..... French Manual.....	18
..... Ecrit Littéraire.....	18
 Surene's Dictionaries.....	
..... New French Manual, etc.....	19
..... New French Dialogues.....	19
..... French Classics.....	19, 20
..... French Reading Instructor.....	20
Wolski's French Extracts	20
..... French Grammar	20
 Latin and Greek.	
Ainsworth's Latin Dictionary.....	23
Ciceron's Orationes Selecte.....	24
..... Cato Major, De Officis.....	24
Clyde's Greek Syntax	31
Dymock's Caesar and Sallust.....	22
Edin. Academy Class-Books:-	
..... Rudiments of Latin Language.....	21
..... Latin Delectus.....	21
..... Rudiments of Greek Language.....	21
..... Greek Extracts.....	21
..... Ciceronis Opera Selecta.....	21
..... Selecta e Poetis.....	21
Ferguson's (Prof.) Gram. Exercises.....	24
..... Latin Delectus.....	24
..... Ovid's Metamorphoses.....	24
Fergusson's (Dr) Xenophon's Anabasis.....	23
..... Greek Gram. Exercises.....	23
..... Homer's Iliad, with Vocab.....	23
Geddes' (Prof.) Greek Grammar.....	21
Greek Testament, by Duncan.....	23
Hunter's Ruddiman's Rudiments.....	22
..... Sallust, Virgil, and Horace.....	22
..... Livy, Books 21 to 25.....	22
Latin Testament, by Beza.....	23
Macgowan's Latin Lessons	22
Mail's Introduction, by Stewart.....	23
Massie's Latin Prose Composition.....	22
M'Dowall's Caesar and Virgil.....	22
Melville's Lectiones Selectae	22
Neilson's Eutropius.....	22
Stewart's Cornelius Nepos.....	23
Veitch's Homer's Iliad.....	23
 German.	
Fischart's New German Reader.....	24
 Logio.	
Port-Royal Logic (Prof. Baynes').....	24
 School Registers.	
Pupil's Daily Register of Marks.....	17
School Register of Attendance, Absence, and Fees	17
 Geometrical Drawing.	
Kennedy's Grade Geometry	17

Messrs Oliver and Boyd were awarded Medals for their Educational Works by Her Majesty's Commissioners of the London International Exhibition, and by the Jurors of the Paris Universal Exhibition.

EDUCATIONAL WORKS.

ENGLISH READING, GRAMMAR, ETC.

In the initiatory department of instruction a valuable series of works has been prepared by Dr M'CULLOCH, formerly Head Master of the Circus Place School, Edinburgh, now Minister of the West Church, Greenock.

DR M'CULLOCH'S SERIES OF CLASS-BOOKS.

These Books are intended for the use of Schools where the general mental culture of the pupil, as well as his proficiency in the art of reading, is studiously and systematically aimed at.

They form, collectively, a progressive Series, so constructed and graduated as to conduct the pupil, by regular stages, from the elementary sounds of the language to its highest and most complex forms of speech; and each separate Book is also progressively arranged,—the lessons which are more easily read and understood always taking the lead, and preparing the way for those of greater difficulty.

The subject-matter of the Books is purposely miscellaneous. Yet it is always of a character to excite the interest and enlarge the knowledge of the reader. And with the design of more effectually promoting his mental growth and nurture, the various topics are introduced in an order conformable to that in which the chief faculties of the juvenile mind are usually developed.

That the moral feelings of the pupil may not be without their proper stimulus and nutriment, the lessons are pervaded throughout by the religious and Christian element.

NEW AND GREATLY IMPROVED EDITIONS.

Dr M'Culloch's First Reading-Book. 1*½*d.

Do. *Large Type Edition*, in two parts, price 2d. each.

Do. in a series of Sheets for hanging on the Wall, 1s.;

or on Roller, 1s. 8d.

Dr M'Culloch's Second Reading-Book. 3d.

Dr M'Culloch's Third Reading-Book, containing simple Pieces in Prose and Verse, with Exercises. 10*d.* Now printed in larger type.

Dr M'Culloch's Fourth Reading-Book, containing only Lessons likely to interest. With *SYNOPSIS* of SPELLING. 1s. 6*d.*

Dr M'Culloch's Series of Lessons in Prose and Verse. 2*s.*

Dr M'Culloch's Course of Elementary Reading in SCIENCE and LITERATURE, compiled from popular Writers. 3*s.*

Dr M'Culloch's Manual of English Grammar, Philosophical and Practical; with Exercises; adapted to the Analytical mode of Tuition. 1s. 6*d.*

Oliver & Boyd's New Code Class-Books.

1.

STANDARD READING-BOOKS,

By JAMES COLVILLE, M.A., English Master, Glasgow Academy; late English Master, George Watson's College-Schools, Lauriston, Edinburgh, one of the Educational Institutions of the Merchant Company.

PRIMER: Being Spelling and Reading Lessons Introductory to Standard I. (*Illustrated.*) 86 pages. 1*d.*

FIRST STANDARD READING-BOOK; with Easy Lessons in Script. (*Illustrated.*) 96 pages. 4*d.* in stiff wrapper, or 6*d.* cloth.

SECOND STANDARD READING-BOOK; with Dictation Exercises, partly in Script. (*Illustrated.*) 108 pages. 4*d.* in stiff wrapper, or 6*d.* cloth.

THIRD STANDARD READING-BOOK; with Dictation Exercises, partly in Script. 144 pages, strongly bound. 8*d.*

* * * The Fourth, Fifth, and Sixth Standard Reading-Books, completing the Series, will shortly be published.

2.

ARITHMETIC,

By ALEX. TROTTER, Teacher of Mathematics, etc., Edinburgh; Author of "Arithmetic for Advanced Classes," etc.

PART I., embracing Standards 1 and 2. 86 pages. 2*d.*—*Answers*, 3*d.*
" II., embracing Standards 3 and 4. 86 pages. 2*d.*—*Answers*, 3*d.*
" III., embracing Standards 5 and 6.

3.

STANDARD GEOGRAPHIES,

By W. LAWSON, F.R.G.S., St Mark's College, Chelsea; Author of "Geography of the British Empire," etc.

GEOGRAPHICAL PRIMER, embracing an Outline of the Chief Divisions of the World. Adapted to Standard IV. 86 pages. 2*d.*

GEOGRAPHY of ENGLAND and WALES; with a Chapter on Railways. Adapted to Standard V. 86 pages. 2*d.*

GEOGRAPHY of SCOTLAND and IRELAND; with Notes on Railways. 86 pages. 2*d.*

GEOGRAPHY of EUROPE. Adapted to Standard VI. 48 pages. 3*d.*

4.

LAWSON'S ELEMENTS OF PHYSICAL GEOGRAPHY.

Adapted to the Requirements of the New Code. 90 pages. 6*d.*

The following Works, included in the present Catalogue, will also be found adapted to the Requirements of the New Code:—

REID'S RUDIMENTS OF MODERN GEOGRAPHY, with 36 pages of information on Counties and Railways, <i>Catalogue</i> , p. 10
DOUGLAS'S PROGRESSIVE GEOGRAPHY, a <i>New Work</i> , 10
LENNIE'S GRAMMAR, with Analysis of Sentences, 6
DOUGLAS'S GRAMMAR, with Analysis of Sentences, 5
REID'S GRAMMAR, with Analysis of Sentences, 7
HUNTER'S SCHOOL SONGS, with Music, 17

The Principles of English Grammar; with a Series of Progressive Exercises, and a Supplementary Treatise on Analysis of Sentences. By Dr JAMES DOUGLAS, lately Teacher of English, Great King Street, Edinburgh. 1s. 6d.

Douglas's Initiatory Grammar, for JUNIOR CLASSES. Printed in larger type, and containing a Supplementary Treatise on Analysis of Sentences. 6d.

Douglas's Progressive English Reader. A New Series of English Reading-Books. *The Earlier Books are illustrated with numerous Engravings.*

FIRST BOOK. 2d.	THIRD BOOK. 1s.	FIFTH BOOK. 2s.
SECOND BOOK. 4d.	FOURTH BOOK. 1s. 6d.	SIXTH BOOK. 2s. 6d.

Douglas's Selections for Recitation, with Introductory and Explanatory Notes; for Schools. 1s. 6d.

Douglas's Spelling and Dictation Exercises. 144 pages, price 1s.

Athenaeum.—"A good practical book, from which correct spelling and pronunciation may be acquired."

Douglas's English Etymology: A Text-Book of Derivatives, with numerous Exercises. 168 pages, price 2s.
Scotsman.—"An especially excellent book of derivatives."

Shakespeare's King Richard II. With Historical and Critical Introductions; Grammatical, Philological, and other Notes, etc. Adapted for Training Colleges. By Rev. Canon ROBINSON, M.A., late Principal of the Diocesan Training College, York. 2s.

Wordsworth's Excursion. The Wanderer. With Notes to aid in Analysis and Paraphrasing. By Canon ROBINSON. 8d.

6 English Reading, Grammar, etc.

Lennie's Principles of English Grammar. Comprising the Substance of all the most approved English Grammars, briefly defined, and neatly arranged; with Copious Exercises in Parsing and Syntax. *New Edition*; with the author's latest improvements, and an Appendix in which Analysis of Sentences is fully treated. 1s. 6d.

The Author's Key, containing, besides Additional Exercises in Parsing and Syntax, many useful Critical Remarks, Hints, and Observations, and *explicit and detailed instructions as to the best method of teaching Grammar.* 3s. 6d.

Analysis of Sentences; Being the Appendix to Lennie's Grammar adapted for General Use. Price 3d.—KEY, 6d.

Outlines of English Grammar and Analysis, for ELEMENTARY SCHOOLS, with EXERCISES. By WALTER SCOTT DALGLEISH, M.A. Edin., lately one of the Masters in the London International College. 8d. KEY, 1s.

Dalgleish's Progressive English Grammar, with EXERCISES. 2s. KEY, 2s. 6d.

From Dr JOSEPH BOSWORTH, Professor of Anglo-Saxon in the University of Oxford; Author of the Anglo-Saxon Dictionary, etc., etc.

"Quite a practical work, and contains a vast quantity of important information, well arranged, and brought up to the present improved state of philology. I have never seen so much matter brought together in so short a space."

Dalgleish's Grammatical Analysis, with PROGRESSIVE EXERCISES. 9d. KEY, 2s.

Dalgleish's Outlines of English Composition, for ELEMENTARY SCHOOLS, with EXERCISES. 6d. KEY, 4d.

Dalgleish's Introductory Text-Book of English COMPOSITION, based on GRAMMATICAL SYNTHESIS; containing Sentences, Paragraphs, and Short Essays. 1s.

Dalgleish's Advanced Text-Book of English COMPOSITION, treating of Style, Prose Themes, and Versification. 2s. Both Books bound together, 2s. 6d. KEY, 2s. 6d.

English Grammar, founded on the Philosophy of Language and the Practice of the best Authors. With Copious Exercises, Constructive and Analytical. By C. W. CONNON, LL.D. 2s. 6d. *Spectator.*—"It exhibits great ability, combining practical skill with philosophical views."

Connon's First Spelling-Book. 6d.

A Dictionary of the English Language, containing the Pronunciation, Etymology, and Explanation of all Words authorized by Eminent Writers. By ALEXANDER REID, LL.D., late Head Master of the Edinburgh Institution. Reduced to 5s.

Dr Reid's Rudiments of English Grammar. *Greatly Improved.* Copious Exercises have been introduced throughout; together with a new Chapter on the Analysis of Sentences; while the whole work has been revised and printed in a larger type. 6d.

Dr Reid's Rudiments of English Composition, with Copious Exercises. 2s. *Thoroughly Revised and Enlarged.*

The work has been entirely remodelled. It now includes Systematic Exercises in Sentence-making. A distinct division has been devoted to the Structure of Paragraphs. The sections on Descriptive and Narrative Essays have been entirely rewritten.

Key to the Improved Edition, including Directions for teaching the Work. 2s. 6d.

History of English Literature; with an OUTLINE of the ORIGIN and GROWTH of the ENGLISH LANGUAGE. Illustrated by EXTRACTS. For Schools and Private Students. By WILLIAM SPALDING, A.M., Professor of Logic, Rhetoric, and Metaphysics, in the University of St Andrews. *Continued to 1870.* 3s. 6d.

Spectator.—"A compilation and text-book of a very superior kind. . . . The volume is the best introduction to the subject we have met with."

Poetical Reading-Book, with Aids for Grammatical Analysis, Paraphrase, and Criticism; and an Appendix on English Versification. By J. D. MORELL, A.M., LL.D., Author of Grammar of the English Language, etc.; and W. IHNE, Ph.D. 2s. 6d.

Studies in Composition: A Text-Book for Advanced Classes. By DAVID PRYDE, M.A., Head Master of the Edinburgh Merchant Company's Educational Institution for Young Ladies. 2s. *Recently published.*

English Composition for the Use of Schools. By ROBERT ARMSTRONG, Madras College, St Andrews; and THOMAS ARMSTRONG, Heriot Foundation School, Edinburgh. Part I., 1s. 6d. Part II., 2s. Both Parts bound together, 3s. KEY, 2s.

Armstrong's English Etymology. 2s.

Armstrong's Etymology for Junior Classes. 4d.

Selections from Paradise Lost; with NOTES adapted for Elementary Schools, by Rev. ROBERT DEMAUS, M.A., late of the West End Academy, Aberdeen. 1s. 6d.

Demaus's Analysis of Sentences. 3d.

Ewing's Principles of Elocution, improved by F. B. CALVERT, A.M. 3s. 6d.

Consists of numerous rules, observations, and exercises on pronunciation, pauses, inflections, accent, and emphasis, accompanied with copious extracts in prose and poetry.

Rhetorical Readings for Schools. By WM. M'DOWALL, late Inspector of the Heriot Schools, Edinburgh. 2s. 6d.

System of English Grammar, and the Principles of Composition. With Exercises. By JOHN WHITE, F.E.I.S. 1s. 6d.

Millen's Initiatory English Grammar. 1s.

Object-Lesson Cards on the Vegetable Kingdom. Set of Twenty in a Box. £1, 1s.

How to Train Young Eyes and Ears; being a MANUAL of OBJECT-LESSONS for PARENTS and TEACHERS. By MARY ANNE Ross, Mistress of the Church of Scotland Normal Infant School, Edinburgh. 1s. 6d.

Household Economy: a MANUAL intended for Female Training Colleges, and the Senior Class of Girls' Schools. By MARGARET MARIA GORDON (Miss Brewster), Author of "Work, or Plenty to do and how to do it," etc. 2s.

Athenaeum.—"Written in a plain, genial, attractive manner, and constituting, in the best sense of the word, a practical domestic manual."

SESSIONAL SCHOOL BOOKS.

Etymological Guide. 2s. 6d.

This is a collection, alphabetically arranged, of the principal roots, affixes, and prefixes, with their derivatives and compounds.

Old Testament Biography, containing notices of the chief persons in Holy Scripture, in the form of Questions, with references to Scripture for the Answers. 6d.

New Testament Biography, on the same Plan. 6d.

Fisher's Assembly's Shorter Catechism Explained. 2s.

PART I. Of what Man is to believe concerning God.
II. Of what duty God requires of Man.

GEOGRAPHY AND ASTRONOMY.

IN compiling the works on these subjects the utmost possible care has been taken to ensure clearness and accuracy of statement. Each edition is scrupulously revised as it passes through the press, so that the works may be confidently relied on as containing the latest information accessible at the time of publication.

A Compendium of Modern Geography, POLITICAL, PHYSICAL, and MATHEMATICAL; With a Chapter on the Ancient Geography of Palestine, Outlines of Astronomy and of Geology, a Glossary of Geographical Names, Descriptive and Pronouncing Tables, Questions for Examination, etc. By the Rev. ALEX. STEWART, LL.D. *Carefully Revised.* With 11 Maps. 3s. 6d.

School Geography. By JAMES CLYDE, M.A., LL.D., one of the Classical Masters of the Edinburgh Academy. With special Chapters on Mathematical and Physical Geography, and Technological Appendix. *Corrected throughout.* 4s.

Athenaeum.—“We have been struck with the ability and value of this work, which is a great advance upon previous Geographic Manuals. . . . Almost for the first time, we have here met with a School Geography that is quite a readable book,—one that, being intended for advanced pupils, is well adapted to make them study the subject with a degree of interest they have never yet felt in it. . . . Students preparing for the recently instituted University and Civil Service examinations will find this their best guide.”

Dr Clyde's Elementary Geography. *Corrected throughout.* 1s. 6d.

An Appendix on Sacred Geography has now been added, which will be found amply sufficient for ordinary uses. Fresh interest has been given to many old names by the mention of quite modern facts connected with the corresponding places.

An Abstract of General Geography, comprehending a more minute Description of the British Empire, and of Palestine or the Holy Land, etc. With numerous Exercises. For Junior Classes. By JOHN WHITE, F.E.I.S., late Teacher, Edinburgh. *Carefully Revised.* 1s.; or with Four Maps, 1s. 3d.

White's System of Modern Geography; with Outlines of ASTRONOMY and PHYSICAL GEOGRAPHY; comprehending an Account of the Principal Towns, Climate, Soil, Productions, Religion, Education, Government, and Population of the various Countries. With a Compendium of Sacred Geography, Problems on the Globes, Exercises, etc. *Carefully Revised.* 2s. 6d.; or with Four Maps, 2s. 9d.

Rudiments of Modern Geography. By ALEX. REID, LL.D., late Head-Master of the Edinburgh Institution. With Plates, and Map of the World. *Carefully Revised.* 1s.; or with Five Maps, 1s. 3d. *Enlarged by 36 pages of extra information regarding the Counties and principal Railways of the United Kingdom.*

The names of places are accented, and accompanied with short descriptions, and occasionally with the mention of some remarkable event. To the several countries are appended notices of their physical geography, productions, government, and religion; concluding with an outline of sacred geography, problems on the use of the globe, and directions for the construction of maps.

First Book of Geography; being an Abridgment of Dr Reid's Rudiments of Modern Geography; with an Outline of the Geography of Palestine. *Carefully Revised.* 6d.

This work has been prepared for the use of young pupils. It is a suitable and useful companion to Dr Reid's Introductory Atlas.

Dr Reid's Outline of Sacred Geography. 6d.

This little work is a manual of Scripture Geography for young persons. - It is designed to communicate such a knowledge of the places mentioned in holy writ as will enable children more clearly to understand the sacred narrative. It contains references to the passages of Scripture in which the most remarkable places are mentioned, notes chiefly historical and descriptive, and a Map of the Holy Land in provinces and tribes.

An Introductory Geography, for Junior Pupils. By Dr JAMES DOUGLAS, lately Teacher of English, Great King Street, Edinburgh. *Carefully Revised.* 6d.

Dr Douglas's Progressive Geography. An entirely new work, showing the recent changes on the Continent and elsewhere, and embracing much Historical and other Information. 160 pages, 1s. *Carefully Revised.*

Dr Douglas's Text-Book of Geography, containing the PHYSICAL and POLITICAL GEOGRAPHY of all the Countries of the Globe. Systematically arranged. 2s. 6d.; or with ten Coloured Maps, 3s. *Carefully Revised.*

Geography of the British Empire. By WILLIAM LAWSON, St Mark's College, Chelsea. *Carefully Revised.* 3s.

PART I. Outlines of Mathematical and Physical Geography. II. Physical, Political, and Commercial Geography of the British Islands. III. Physical, Political, and Commercial Geography of the British Colonies.

Lawson's Standard and Physical Geographies, adapted to the requirements of the New Code. See Catalogue, page 4.

Edinburgh Academy Modern Geography. *Carefully Revised.* 2s. 6d.

Edinburgh Academy Ancient Geography. 3s.

Ewing's System of Geography. *Carefully Revised.* 4s. 6d.; with 14 Maps, 6s.

Besides a complete treatise on the science of geography, this work contains the elements of astronomy and of physical geography, and a variety of problems to be solved by the terrestrial and celestial globes. At the end is a pronouncing Vocabulary, in the form of a gazetteer, containing the names of all the places in the work.

Elements of Astronomy: adapted for Private Instruction and Use of Schools. By HUGO REID, Member of the College of Preceptors. With 65 Wood Engravings. 3s.

Reid's Elements of Physical Geography; with Outlines of GEOLOGY, MATHEMATICAL GEOGRAPHY, and ASTRONOMY, and Questions for Examination. With numerous Illustrations, and a large coloured Physical Chart of the Globe. 1s.

SCHOOL ATLASES.

A General Atlas of Modern Geography; 29 Maps, Coloured. By THOMAS EWING. 7s. 6d.

White's Elementary Atlas of Modern Geography. 4to, 10 Maps, Coloured. 2s. 6d.

CONTENTS.—1. The World; 2. Europe; 3. Asia; 4. Africa; 5. North America; 6. South America; 7. England; 8. Scotland; 9. Ireland; 10. Palestine.

A School Atlas of Modern Geography. 4to, 16 Maps, Coloured. By ALEXANDER REID, LL.D., late Head Master of the Edinburgh Institution, etc. 5s.

Reid's Introductory Atlas of Modern Geography. 4to, 10 Maps, Coloured. 2s. 6d.

CONTENTS.—1. The World; 2. Europe; 3. Asia; 4. Africa; 5. North America; 6. South America; 7. England; 8. Scotland; 9. Ireland; 10. Palestine.

Murphy's Bible Atlas of 24 MAPS, With Historical Descriptions. 1s. 6d. coloured.

Witness.—“We recommend this Atlas to teachers, parents, and individual Christians, as a comprehensive and cheap auxiliary to the intelligent reading of the Scriptures.”

HISTORY.

THE works in this department have been prepared with the greatest care. They will be found to include Class-books for Junior and Senior Classes in all the branches of History generally taught in the best schools. While the utmost attention has been paid to accuracy, the narratives have in every case been rendered as instructive and pleasing as possible, so as to relieve the study from the tediousness of a mere dry detail of facts.

A Concise History of England in Epochs. By J. F. CORKRAN. With Maps and Genealogical and Chronological Tables, and comprehensive Questions to each Chapter. *New Edition, with the History continued.* 2s. 6d.

The writer has endeavoured to convey a broad and full impression of the great Epochs, and to develop with care, but in subordination to the rest of the narrative, the growth of Law and of the Constitution.

History of England for Junior Classes; with Questions for Examination. Edited by HENRY WHITE, B.A., Trinity College, Cambridge, M.A. and Ph. Dr. Heidelberg. 1s. 6d.

Athenaeum.—"A cheap and excellent history of England, admirably adapted for the use of junior classes. The various changes that have taken place in our constitution are briefly but clearly described. It is surprising how successfully the editor has not merely avoided the obscurity which generally accompanies brevity, but invested his narrative with an interest too often wanting in larger historical works. The information conveyed is thoroughly sound; and the utility of the book is much increased by the addition of examination questions at the end of each chapter."

History of Great Britain and Ireland; with an Account of the Present State and Resources of the United Kingdom and its Colonies. With Questions and a Map. By DR WHITE. 3s.

Athenaeum.—"A carefully compiled history for the use of schools. The writer has consulted the more recent authorities: his opinions are liberal, and on the whole just and impartial: the succession of events is developed with clearness, and with more of that picturesque effect which so delights the young than is common in historical abstracts."

History of Scotland for Junior Classes; with Questions for Examination. Edited by DR WHITE. 1s. 6d.

History of Scotland for Senior Classes; with Questions for Examination. Edited by DR WHITE. 3s. 6d.

History of France; with Questions for Examination, and a Map. Edited by DR WHITE. 3s. 6d.

Athenaeum.—"Dr White is remarkably happy in combining convenient brevity with sufficiency of information, clearness of exposition, and interest of detail. He shows great judgment in apportioning to each subject its due amount of consideration."

Outlines of Universal History. Edited by DR WHITE. 2s.

Spectator.—"Distinct in its arrangement, skilful in its selection of leading features, close and clear in its narrative."

Dr White's Elements of Universal History, on a New and Systematic Plan. In THREE PARTS. PART I. Ancient History; Part II. History of the Middle Ages; Part III., Modern History. With a Map of the World. 7s.; or in Parts, 2s. 6d. each.

This work contains numerous synoptical and other tables, to guide the researches of the student, with sketches of literature, antiquities, and manners during each of the great chronological epochs.

Outlines of the History of Rome; with Questions for Examination. Edited by DR WHITE. 1s. 6d.

London Review.—"This abridgment is admirably adapted for the use of schools,—the best book that a teacher could place in the hand of a youthful student."

Sacred History, from the Creation of the World to the Destruction of Jerusalem. With Questions for Examination. Edited by DR WHITE. 1s. 6d.

Baptist Magazine.—"An interesting epitome of sacred history, calculated to inspire the young with a love of the divine records, as well as to store the mind with knowledge."

Elements of General History, Ancient and Modern. To which are added, a Comparative View of Ancient and Modern Geography, and a Table of Chronology. By ALEXANDER FRASER TYTLER, Lord Woodhouselee, formerly Professor of History in the University of Edinburgh. *New Edition, with the History continued.* With two large Maps, etc. 3s. 6d.

Watts' Catechism of Scripture History, and of the Condition of the Jews from the Close of the Old Testament to the Time of Christ. With INTRODUCTION by W. K. TWEEDIE, D.D. 2s.

Simpson's History of Scotland; with an Outline of the British Constitution, and Questions for Examination at the end of each Section. 3s. 6d.

Simpson's Goldsmith's History of England; with the Narrative brought down to the Middle of the Nineteenth Century. To which is added an Outline of the British Constitution. With Questions for Examination at the end of each Section. 3s. 6d.

Simpson's Goldsmith's History of Greece. With Questions for Examination at the end of each Section. 3s. 6d.

Simpson's Goldsmith's History of Rome. With Questions for Examination at the end of each Section. 3s. 6d.

14 Writing, Arithmetic, and Book-keeping.

WRITING, ARITHMETIC, AND BOOK-KEEPING.

This section will be found to contain works in extensive use in many of the best schools in the United Kingdom. The successive editions have been carefully revised and amended.

Arithmetic adapted to the New Code, in Three Parts.

By ALEXANDER TROTTER, Teacher of Mathematics, Edinburgh.
Parts I. and II., embracing the first four Standards, are now Ready.
Each containing 36 pages, 2d., stiff wrapper. Answers to Parts
I. and II., price 3d. each. *Part III. in Preparation.*

Practical Arithmetic for Junior Classes. By HENRY

G. C. SMITH, Teacher of Arithmetic and Mathematics in George
Heriot's Hospital. 64 pages, 6d. stiff wrapper. *Answers, 6d.*

From the Rev. PHILIP KELLAND, A.M., F.R.SS. L. & E., late Fellow of Queens' College, Cambridge, Professor of Mathematics in the University of Edinburgh.

"I am glad to learn that Mr Smith's Manual for Junior Classes, the MS. of which I have examined, is nearly ready for publication. Trusting that the Illustrative Processes which he has exhibited may prove as efficient in other hands as they have proved in his own, I have great pleasure in recommending the work, being satisfied that a better Arithmetician and a more judicious Teacher than Mr Smith is not to be found."

Practical Arithmetic for Senior Classes; being a Continuation of the above. By HENRY G. C. SMITH. 2s. *Answers, 6d.* KEY, 2s. 6d.

* * * The Exercises in both works, which are copious and original, have been constructed so as to combine interest with utility. They are accompanied by illustrative processes.

Lessons in Arithmetic for Junior Classes. By JAMES TROTTER. 66 pages, 6d. stiff wrapper; or 8d. cloth. *Answers, 6d.*

This book was carefully revised, and enlarged by the introduction of Simple Examples of the various rules, worked out at length and fully explained, and of Practical Exercises, by the Author's son, Mr Alexander Trotter, Teacher of Mathematics, etc., Edinburgh; and to the present edition Exercises on the proposed Decimal Coinage have been added.

Lessons in Arithmetic for Advanced Classes; being a Continuation of the Lessons in Arithmetic for Junior Classes. Containing Vulgar and Decimal Fractions; Simple and Compound Proportion, with their Applications; Simple and Compound Interest; Involution and Evolution, etc. By ALEXANDER TROTTER. New Edition, with Exercises on the proposed Decimal Coinage. 76 pages, 6d. in stiff wrapper; or 8d. cloth. *Answers, 6d.*

Each subject is also accompanied by an example fully worked out and minutely explained. The Exercises are numerous and practical.

A Complete System of Arithmetic, Theoretical and Practical; containing the Fundamental Rules, and their Application to Mercantile Computations; Vulgar and Decimal Fractions; Involution and Evolution; Series; Annuities, Certain and Contingent. By MR TROTTER. 3s. KEY, 4s. 6d.

* * All the 3400 Exercises in this work are new. They are applicable to the business of real life, and are framed in such a way as to lead the pupil to reason on the matter. There are upwards of 200 Examples wrought out at length and minutely explained.

Ingram's Principles of Arithmetic, and their Application to Business explained in a Popular Manner, and clearly Illustrated by Simple Rules and Numerous Examples. Remodelled and greatly Enlarged, with Exercises on the proposed Decimal Coinage. By ALEXANDER TROTTER, Teacher of Mathematics, etc., Edinburgh. 1s. KEY, 2s.

Each rule is followed by an example wrought out at length, and is illustrated by a great variety of practical questions applicable to business.

Melrose's Concise System of Practical Arithmetic; containing the Fundamental Rules and their Application to Mercantile Calculations; Vulgar and Decimal Fractions; Exchanges; Involution and Evolution; Progressions; Annuities, Certain and Contingent, etc. Re-arranged, Improved, and Enlarged, with Exercises on the proposed Decimal Coinage. By ALEXANDER TROTTER, Teacher of Mathematics, etc., in Edinburgh. 1s. 6d. KEY, 2s. 6d. Each Rule is followed by an example worked out at length, and minutely explained, and by numerous practical Exercises.

Hutton's Arithmetic and Book-keeping. 2s. 6d.

Hutton's Book-keeping, by TROTTER. 2s.

Sets of Ruled Writing Books,—Single Entry, per set, 1s. 6d.; Double Entry, per set, 1s. 6d.

Stewart's First Lessons in Arithmetic, for Junior Classes; containing Exercises in Simple and Compound Quantities arranged so as to enable the Pupil to perform the Operations with the greatest facility and correctness. With Exercises on the Proposed Decimal Coinage. 6d. stiff wrapper. Answers, 6d.

Stewart's Practical Treatise on Arithmetic, Arranged for Pupils in Classes. With Exercises on the proposed Decimal Coinage. 1s. 6d. This work includes the Answers; with Questions for Examination. KEY, 2s.

Gray's Introduction to Arithmetic; with Exercises on the proposed Decimal Coinage. 10d. bound in leather. KEY, 2s.

Lessons in Arithmetic for Junior Classes. By JAMES MACLAREN, Master of the Classical and Mercantile Academy, Hamilton Place, Edinburgh. 6d. stiff wrapper.

The Answers are annexed to the several Exercises.

Maclaren's Improved System of Practical Book-KEEPING, arranged according to Single Entry, and adapted to General Business. Exemplified in one set of Books. 1s. 6d.

A Set of Ruled Writing Books, expressly adapted for this work, 1s. 6d.

Scott's First Lessons in Arithmetic. 6d. stiff wrapper. *Answers, 6d.*

Scott's Mental Calculation Text-book. Pupil's Copy, 6d. Teacher's Copy, 6d.

Copy Books, in a Progressive Series. By R. SCOTT, late Writing-Master, Edinburgh. Each containing 24 pages. Price : Medium paper, 3d; Post paper, 4d.

Scott's Copy Lines, in a Progressive Series, 4d. each.

The Principles of Gaelic Grammar; with the Definitions, Rules, and Examples, clearly expressed in English and Gaelic; containing copious Exercises for Reading the Language, and for Parsing and Correction. By the Rev. JOHN FORBES, late Minister of Sleat. 3s. 6d.

MATHEMATICS, NATURAL PHILOSOPHY, ETC.

Ingram's Concise System of Mathematics, Theoretical and Practical, for Schools and Private Students. Improved by JAMES TROTTER. With 340 Woodcuts. 4s. 6d. KEY, 3s 6d.

Trotter's Manual of Logarithms and Practical MATHEMATICS, for Students, Engineers, Navigators, and Surveyors. 3s.

A Complete System of Mensuration; for Schools, Private Students, and Practical Men. By ALEX. INGRAM. Improved by JAMES TROTTER. 2s.

Ingram and Trotter's Euclid. 1s. 6d.

Ingram and Trotter's Elements of Algebra, Theoretical and Practical, for Schools and Private Students. 3s.

Introductory Book of the Sciences. By JAMES NICOL,
F.R.S.E., F.G.S., Professor of Natural History in the University
of Aberdeen. With 106 Woodcuts. 1s. 6d.

SCHOOL SONGS WITH MUSIC,
By T. M. HUNTER, Director to the Association for the Revival of
Sacred Music in Scotland.

Elements of Vocal Music: An Introduction to the Art of
Reading Music at Sight. Price 6d.

* * This Work has been prepared with great care, and is the result of long
practical experience in teaching. It is adapted to all ages and classes, and
will be found considerably to lighten the labour of both teacher and pupil.
The exercises are printed in the standard notation, and the notes are named as in
the original Sol-fa System.

CONTENTS.—Music Scales.—Exercises in Time.—Syncopation.—The Chromatic Scale.—Transposition of Scale.—The Minor Scale.—Part Singing.—Explanation of Musical Terms.

Hunter's School Songs. With Preface by Rev. JAMES
CURRIE, Training College, Edinburgh.

FOR JUNIOR CLASSES : 60 Songs, principally set for two
voices. 4d.—*Second Series*: 63 Songs. 4d.

FOR ADVANCED CLASSES : 44 Songs, principally set for three
voices. 6d.—*Second Series*: 46 Songs. 6d.

School Psalmody; containing 58 Pieces arranged for
three voices. 4d.

GEOMETRICAL DRAWING.

The First Grade Practical Geometry. Intended chiefly
for the use of Drawing Classes in Elementary Schools taught
in connexion with the Department of Science and Art. By JOHN
KENNEDY, Head Master of Dundee School of Art. 6d.

School Register. PUPIL'S DAILY REGISTER OF MARKS.
Improved Edition. Containing Spaces for 48 Weeks; to which are
added, Spaces for a Summary and Order of Merit for each Month,
for each Quarter, and for the Year. For Schools in general, and
constructed to furnish information required by Government. 2d.

School Register of Attendance, Absence, and Fees:
adapted to the Provisions of the Revised Code, by MORRIS F. MYRON.
Each folio will serve 50 pupils for a Quarter. 1s.

**CLASS-BOOKS BY CHAS. HENRI SCHNEIDER, F.E.I.S.,
M.C.P.**

Senior French Master in the Edinburgh High School, the Merchant Company's Educational Institution for Young Ladies, the School of Arts and Watt Institution, etc.; French Examiner to the Educational Institute of Scotland, etc.

Schneider's First Year's French Course. 1s. 6d.

* * This work forms a Complete Course of French for Beginners, and comprehends Grammatical Exercises, with Rules; Reading Lessons, with Notes; Dictation; Exercises in Conversation; and a Vocabulary of all the Words in the Book.

The Edinburgh High School French Conversation-GRAMMAR, arranged on an entirely New Plan, with Questions and Answers. *Dedicated, by permission, to Professor Max Müller.* 3s. 6d. KEY, 2s. 6d.

The Edinburgh High School New Practical French READER: Being a Collection of Pieces from the best French Authors. With Questions and Notes, enabling both Master and Pupil to converse in French. 3s. 6d.

The Edinburgh High School French Manual of CONVERSATION and COMMERCIAL CORRESPONDENCE. 2s. 6d.

In this work, Phrases and Idiomatic Expressions which are used most frequently in the intercourse of every-day life have been carefully collected. Care has been taken to avoid what is trivial and obsolete, and to introduce all the modern terms relative to railways, steamboats, and travelling in general.

Écrin Littéraire: Being a Collection of LIVELY ANECDOTES, JEUX DE MOTS, ENIGMAS, CHARADES, POETRY, etc., to serve as Readings, Dictation, and Recitation. 3s. 6d.

Letter from PROFESSOR MAX MÜLLER, University of Oxford, May 1867.

"MY DEAR SIR,—I am very happy to find that my anticipations as to the success of your Grammar have been fully realized. Your book does not require any longer a godfather; but if you wish me to act as such, I shall be most happy to have my name connected with your prosperous child.—Yours very truly,
MAX MÜLLER.
"To Mons. C. H. Schneider, Edinburgh High School."

The French New Testament. The most approved PROTESTANT VERSION, and the one in general use in the FRENCH REFORMED CHURCHES. Pocket Edition, roan, gilt edges, 1s. 6d.

Chambaud's Fables Choisies. With a Vocabulary containing the meaning of all the Words. By SCOT and WELLS. 2s.

Le Petit Fablier. With Vocabulary. For Junior Classes. By G. M. GIBSON, late Rector of the Bathgate Academy. 1s. 6d.

Standard Pronouncing Dictionary of the French and ENGLISH LANGUAGES. In Two PARTS. Part I. *French and English.*—Part II. *English and French.* By GABRIEL SURENNE, late Professor in the Scottish Naval and Military Academy, etc. The First Part comprehends Words in Common Use, Terms connected with Science and the Fine Arts, Historical, Geographical, and Biographical Names, with the Pronunciation according to the French Academy and the most eminent Lexicographers and Grammarians. The Second Part is an ample Dictionary of English words, with the Pronunciation according to the best Authorities. The whole is preceded by a Practical and Comprehensive System of French Pronunciation. 7s. 6d., strongly bound.

The Pronunciation is shown by a different spelling of the Words.

Surenne's French-English and English-French DICTIONARY, without the Pronunciation. 3s. 6d. strongly bound.

Surenne's Fenelon's Telemaque. 2 vols, 1s. each, stiff wrapper; or bound together, 2s. 6d.

Surenne's Voltaire's Histoire de Charles XII. 1s. stiff wrapper; or 1s. 6d. bound.

Surenne's Voltaire's Histoire de Russie sous Pierre LE GRAND. 2 vols, 1s. each, stiff wrapper; or bound together, 2s. 6d.

Surenne's Voltaire's la Henriade. 1s. stiff wrapper; or 1s. 6d. bound.

Surenne's New French Dialogues; With an Introduction to French Pronunciation, a Copious Vocabulary, and Models of Epistolary Correspondence. *Pronunciation marked throughout.* 2s.

Surenne's New French Manual and Traveller's COMPANION. Containing an Introduction to French Pronunciation; a Copious Vocabulary; a very complete Series of Dialogues on Topics of Every-day Life; Dialogues on the Principal Continental Tours, and on the Objects of Interest in Paris; with Models of Epistolary Correspondence. Intended as a Class-book for the Student and a Guide to the Tourist. Map. *Pronunciation marked throughout.* 3s. 6d.

Surenne's Pronouncing French Primer. Containing the Principles of French Pronunciation, a Vocabulary of easy and familiar Words, and a selection of Phrases. 1s. 6d. stiff wrapper.

Surenne's Moliere's l'Avare: Comédie. 1s. stiff wrapper; or 1s. 6d. bound.

Surenne's Moliere's le Bourgeois Gentilhomme: Comédie. 1s. stiff wrapper; or 1s. 6d. bound.

Surenne's Moliere's Le Misanthrope: Comédie. **Le MARIAGE FORCE:** Comédie. 1s. stiff wrapper; or 1s. 6d. bound.

Surenne's French Reading Instructor, Reduced to 2s. 6d.

Hallard's French Grammar. 3s. 6d. **KEY,** 3s. 6d.

Grammar of the French Language. BY AUGUSTE BELJAME, B.A., LL.B., Vice-Principal of the Paris International College. 2s.

Beljame's Four Hundred Practical Exercises. Being a Sequel to Beljame's French Grammar. 2s.

* * Both Books bound together, 3s. 6d.

The whole work has been composed with a view to conversation, a great number of the Exercises being in the form of questions and answers.

First French Class-book, or a Practical and Easy Method of learning the FRENCH LANGUAGE, consisting of a series of FRENCH and ENGLISH EXERCISES, progressively and grammatically arranged. By JULES CARON, F.E.I.S., French Teacher, Edin. 1s. **KEY,** 1s.

This work follows the natural mode in which a child learns to speak its own language, by repeating the same words and phrases in a great variety of forms until the pupil becomes familiar with their use.

Caron's First French Reading-book: Being Easy and Interesting Lessons, progressively arranged. With a copious Vocabulary of the Words and Idioms in the text. 1s.

Caron's Principles of French Grammar. With numerous Exercises. 2s. **KEY,** 2s.

Spectator.—"May be recommended for clearness of exposition, gradual progression, and a distinct exhibition to the mind through the eye by means of typographical display : the last an important point where the subject admits of it."

An Easy Grammar of the French Language. With EXERCISES AND DIALOGUES. By JOHN CHRISTISON, Teacher of Modern Languages. 1s. 4d. **KEY,** 8d.

Christison's Recueil de Fables et Contes Choisis, à l'Usage de la Jeunesse. 1s. 4d.

Christison's Fleury's Histoire de France, Racontée à la Jeunesse. With Translations of the difficult Passages. 2s. 6d.

French Extracts for Beginners. With a Vocabulary and an Introduction. By F. A. WOLSKI, Master of the Foreign Language Department in the High School of Glasgow. 2s. 6d.

Wolski's New French Grammar. With Exercises. 3s. 6d.

EDINBURGH ACADEMY CLASS-BOOKS.

THE acknowledged merit of these school-books, and the high reputation of the seminary from which they emanate, almost supersede the necessity of any recommendation. The "Latin" and "Greek Rudiments" form an introduction to these languages at once simple, perspicuous, and comprehensive. The "Latin Rudiments" contain an *Appendix*, which renders the use of a separate work on Grammar quite unnecessary; and the *list of anomalous verbs* in the "Greek Rudiments" is believed to be more extensive and complete than any that has yet appeared in School Grammars of the language. In the "Latin Delectus" and "Greek Extracts" the sentences have been arranged strictly on the *progressive principle*, increasing in difficulty with the advancement of the Pupil's knowledge; while the *Vocabularies* contain an explanation not only of every word, but also of every *difficult expression* which is found in the works,—thus rendering the acquisition of the Latin and Greek languages both easy and agreeable. The Selections from Cicero embrace the portions of his works which are best adapted for Scholastic tuition.

1. **Rudiments of the Latin Language.** 2s.

* * This work forms an introduction to the language, at once simple, perspicuous, and comprehensive.

2. **Latin Delectus;** with a Vocabulary containing an Explanation of every Word and Difficult Expression which occurs in the Text. 3s. 6d.3. **Rudiments of the Greek Language;** with the Syntax entirely re-written, and with Accent and Quantity treated of according to their mutual relations. 3s. 6d.4. **Greek Extracts;** with a Vocabulary containing an Explanation of every Word and of the more Difficult Passages in the Text. 3s. 6d.5. **Selections from Cicero.** 3s.6. **Selecta e Poetis Latinis.** 3s.

Greek Syntax; with a Rationale of the Constructions, by JAS. CLYDE, LL.D., one of the Classical Masters of the Edinburgh Academy. With Prefatory Notice by JOHN S. BLACKIE, Professor of Greek in the University of Edinburgh. 4th Edition, entirely re-written, and enlarged by a Summary for the use of Learners and a chapter on Accents. 4s. 6d.

Greek Grammar for the Use of Colleges and Schools. By Professor GEDDES, University of Aberdeen. 4s.

The author has endeavoured to combine the clearness and conciseness of the older Greek Grammars with the accuracy and fulness of more recent ones.

DR HUNTER'S CLASSICS.

1. Hunter's **Ruddiman's Rudiments.** 1s. 6d.
2. Hunter's **Sallust;** with Footnotes and Translations. 1s. 6d.
3. Hunter's **Virgil;** with Notes and other Illustrations. 2s. 6d.
4. Hunter's **Horace.** 2s.
5. Hunter's **Livy.** Books XXI. to XXV. With Critical and Explanatory Notes. *Reduced to 3s.*

Latin Prose Composition: The Construction of Clauses, with Illustrations from Cicero and Cæsar; a Vocabulary containing an Explanation of every Word in the Text; and an Index Verborum. By JOHN MASSIE, A.M. 3s. 6d.

Dymock's Cæsar; with illustrative Notes, a Historical and Geographical Index, and a Map of Ancient Gaul. 4s.

Dymock's Sallust; with Explanatory Footnotes and a Historical and Geographical Index. 2s.

Cæsar; with Vocabulary explaining every Word in the Text, Notes, Map, and Historical Memoir. By WILLIAM M'DOWALL, late Inspector of the Heriot Foundation Schools, Edinburgh. 3s.

M'Dowall's Virgil; with Memoir, Notes, and Vocabulary explaining every Word in the Text. 3s.

Neilson's Eutropius et Aurelius Victor; with Vocabulary containing the meaning of every Word that occurs in the Text. *Revised by Wm. M'DOWALL.* 2s.

Lectiones Selectae: or, Select Latin Lessons in Morality, History, and Biography: for the use of Beginners. With a Vocabulary explaining every Word in the Text. By C. MELVILLE, late of the Grammar School, Kirkcaldy. 1s. 6d.

Macgowan's Lessons in Latin Reading. In Two PARTS. Part I., *Improved by H. FRASER HALLE, LL.D.* 2s. 17th Edition. Part II. 2s. 6d. The Two Courses furnish a complete Latin Library of Reading, Grammar, and Composition for Beginners, consisting of Lessons which advance in difficulty by easy gradations, accompanied by Exercises in English to be turned into Latin. Each volume contains a complete Dictionary adapted to itself.

Mair's Introduction to Latin Syntax: with Illustrations by Rev. ALEX. STEWART, LL.D.; an English and Latin Vocabulary, for the assistance of the Pupil in translating into Latin the English Exercises on each Rule; and an Explanatory Vocabulary of Proper Names. 3s.

Stewart's Cornelius Nepos; with Notes, Chronological Tables, and a Vocabulary explaining every Word in the Text. 3s.

Ainsworth's Latin Dictionary. Edited by WM. DUNCAN, E.C.P. 1070 pages. 9s. strongly bound.

This edition contains a copious index of proper names, a complete list of Latin abbreviations, and other important and useful tables.

Duncan's Greek Testament. 3s. 6d.

Beza's Latin Testament. Revised by the late ADAM DICKINSON, A.M. 3s. 6d.

Xenophon's Anabasis, Books I. and II.; with Vocabulary giving an Explanation of every Word in the Text, and a Translation of the more difficult Phrases. By JAMES FERGUSSON, M.D., late Rector of the West End Academy, Aberdeen. 2s. 6d.

Athenaeum.—"The text of this admirable little work is that of Dindorf, and the punctuation generally that of Poppe. Its principal excellence as an introduction to the study of Greek consists in the copious, correct, and well arranged Vocabulary at the end. This contains good translations of difficult passages, with exact information upon points of antiquities derived from the best and most modern authorities."

Grammatical Exercises on the Moods, Tenses, and SYNTAX OF ATTIC GREEK. With a Vocabulary containing the meaning of every Word in the Text. On the plan of Professor Ferguson's Latin "Grammatical Exercises." By DR. FERGUSSON. 3s. 6d. KEY, 3s. 6d.

* * * This work is intended to follow the Greek Budiments.

Homer's Iliad—Greek, from Bekker's Text. Edited by the Rev. W. VETCH, Author of "Greek Verbs, Irregular and Defective," etc. 3s. 6d.

Homer's Iliad, Books I., VI., XX., and XXIV.; with Vocabulary giving an Explanation of every Word in the Text, and a Translation of the more difficult Passages. By DR. FERGUSSON. 3s. 6d.

LATIN ELEMENTARY WORKS AND CLASSICS.

Edited by **GEORGE FERGUSON**, LL.D., lately Professor of Humanity in King's College and University of Aberdeen, and formerly one of the Masters of the Edinburgh Academy.

1. **Ferguson's Grammatical Exercises.** With Notes, and a Vocabulary explaining every Word in the Text. 2s. **KEY**, 2s.
2. **Ferguson's Introductory Latin Delectus;** Intended to follow the Latin Rudiments; with a Vocabulary containing an Explanation of every Word and of every Difficult Expression. 2s.
3. **Ferguson's Ovid's Metamorphoses.** With Explanatory Notes and an Index, containing Mythological, Geographical, and Historical Illustrations. 2s. 6d.
4. **Ferguson's Ciceronis Orationes Selectae.** Containing pro Lege Manilia, IV. in Catilinam, pro A. L. Archia, pro T. A. Milone. Ex Orellii recensione. 1s. 6d.
5. **Ferguson's Ciceronis Cato Major sive de Senectute, Laelius sive de Amicitia, Somnium Scipionis, et Epistolas Selectae.** Ex Orellii recensione. 1s. 6d.
6. **Ferguson's Ciceronis de Officiis.** 1s. 6d.

ITALIAN.

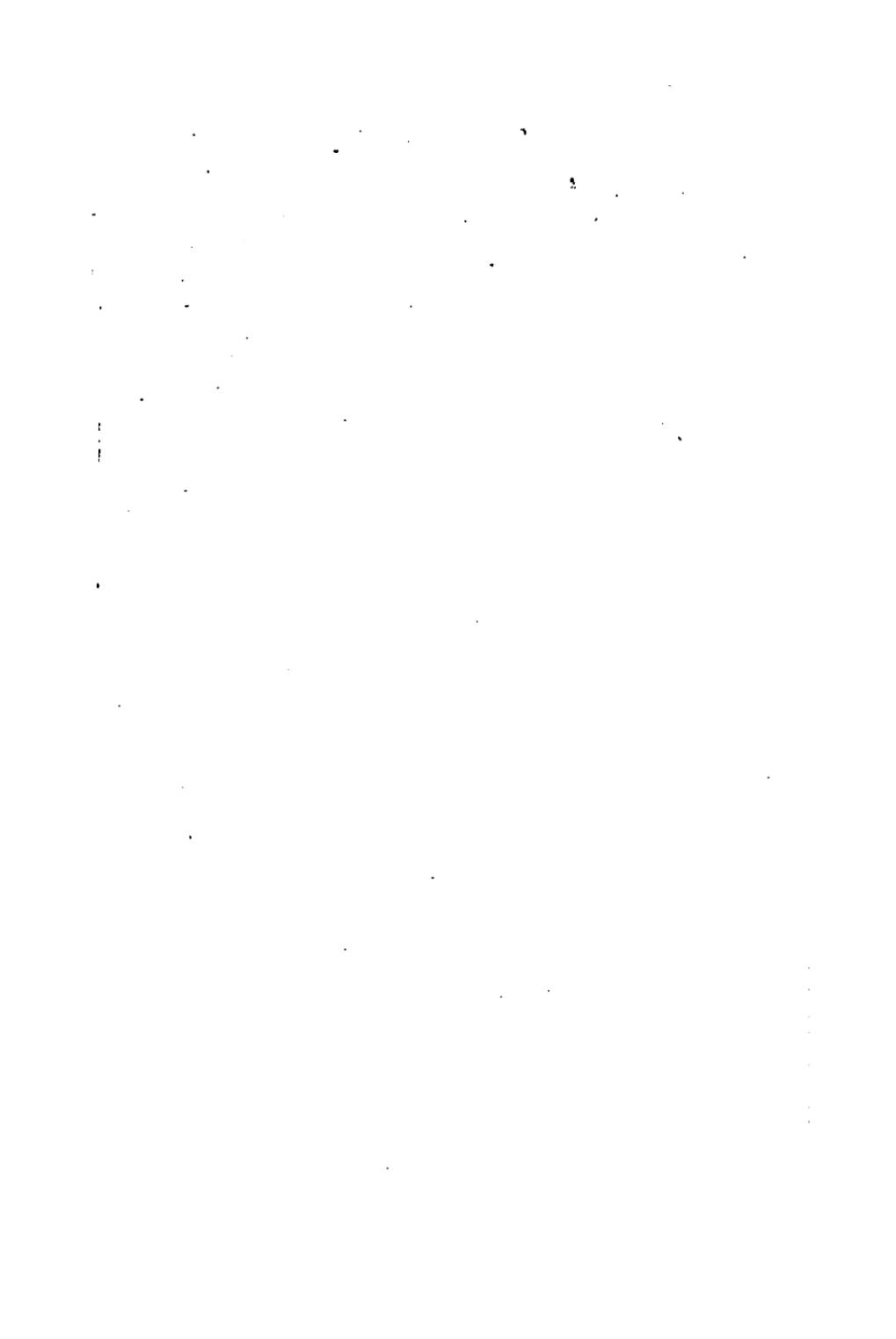
Theoretical and Practical Italian Grammar; with Numerous Exercises and Examples, illustrative of every Rule, and a Selection of Phrases and Dialogues. By **E. LEMMI**, LL.D., Italian Tutor to H. R. H. the Prince of Wales. 5s.—**KEY**, 5s.

From COUNT SAFFI, Professor of the Italian Language at Oxford.—“I have adopted your Grammar for the elementary instruction of students of Italian in the Taylor Institution, and find it admirably adapted to the purpose, as well for the order and clearness of the rules, as for the practical excellence and ability of the exercises with which you have enriched it.”

GERMAN.

A New German Reader, in PROSE and VERSE; with a Grammatical and Etymological Vocabulary containing the meaning of all the Words in the Text; Forms of Commercial and other Correspondence, and Specimens of German National Handwriting. For the Use of Schools. By **C. FISCHER-FISCHART**, of the Edinburgh Merchant Co. Educational Institutions. 3s. 6d. *Now ready*

PUBLISHED BY OLIVER AND BOYD, EDINBURGH; *l.*
SOLD ALSO BY SIMPKIN, MARSHALL, AND CO., LONDON, AND ALL BOOKSELLERS.



Oliver & Boyd's New Code Class-Books.

1.

STANDARD READING-BOOKS,

By JAMES COLVILLE, M.A., English Master, Glasgow Academy; formerly English Master, George Watson's College-Schools, Lauriston, Edinburgh, one of the Educational Institutions of the Merchant Company.

The following are already published:—

PRIMER: Being Spelling and Reading Lessons Introductory to Standard I. (Illustrated.) 36 pages. 1*½*d.

FIRST STANDARD READING-BOOK; with Easy Lessons in Script. (Illustrated.) 96 pages. 4d. in stiff wrapper, or 6d. cloth.

SECOND STANDARD READING-BOOK; with Dictation Exercises, partly in Script. (Illustrated.) 108 pages. 4d. in stiff wrapper, or 6d. cloth.

THIRD STANDARD READING-BOOK; with Dictation Exercises, partly in Script. 144 pages, strongly bound. 8d.

* * * The Fourth, Fifth, and Sixth Standard Reading-Books, completing the Series, will shortly be published.

2.

ARITHMETIC,

By ALEX. TROTTER, Teacher of Mathematics, etc., Edinburgh; Author of "Arithmetic for Advanced Classes," etc.

PART I., embracing Standards 1 and 2. 36 pages. 2d.—*Answers*, 3d.
" II., embracing Standards 3 and 4. 36 pages. 2d.—*Answers*, 3d.

" III., embracing Standards 5 and 6.

3.

STANDARD GEOGRAPHIES,

By W. LAWSON, F.R.G.S., St Mark's College, Chelsea; Author of "Geography of the British Empire," etc.

GEOGRAPHICAL PRIMER, embracing an Outline of the Chief Divisions of the World. Adapted to Standard IV. 36 pages. 2d.

GEOGRAPHY of ENGLAND and WALES; with a Chapter on Railways. Adapted to Standard V. 36 pages. 2d.

GEOGRAPHY of SCOTLAND and IRELAND; with Notes on Railways. 36 pages. 2d.

GEOGRAPHY of EUROPE. Adapted to Standard VI. 48 pages. 3d.

4.

LAWSON'S ELEMENTS OF PHYSICAL GEOGRAPHY.

Adapted to the Requirements of the New Code. 90 pages. 6d.

* * * A Specimen Copy of one or more of the above will be sent to Principals of Schools, post-free, by Oliver and Boyd, on receiving half the retail price in stamps.

Edinburgh: OLIVER AND BOYD. London: SIMPKIN, MARSHALL, AND CO.

NEW AND IMPROVED EDITIONS.

1.

Price 3s. 6d., with Syntax Re-written,

RUDIMENTS OF THE GREEK LANGUAGE. For the Use of the Edinburgh Academy. 15th Edition, with the Syntax entirely re-written, and with Accent and Quantity treated of according to their mutual relations.

2.

ANALYSIS OF SENTENCES.

LENNIE'S PRINCIPLES OF ENGLISH GRAMMAR.

New Edition, with the Author's latest Improvements; and an Appendix in which ANALYSIS OF SENTENCES is fully treated. Price 1s. 6d.—The KEY, price 3s. 6d.

ANALYSIS OF SENTENCES: Being the Appendix to Lennie's Grammar adapted for General Use. Price 3d.—KEY, 6d.

3.

ANALYSIS OF SENTENCES.

PRINCIPLES OF ENGLISH GRAMMAR; with a Series of Progressive Exercises, and a Supplementary Treatise on ANALYSIS OF SENTENCES. By JAMES DOUGLAS, Ph.D., Author of "A Text-Book of Geography," etc. 97th Edition. Price 1s. 6d.

4.

109th Edition, price 6d.

DR DOUGLAS'S INITIATORY GRAMMAR for JUNIOR CLASSES, now reprinted from larger Type, and containing a Supplementary Treatise on Analysis of Sentences.

5.

Seventh Edition, Continued to 1871, price 2s. 6d.

CONCISE HISTORY OF ENGLAND IN EPOCHS. By J. FRAZER CORKEAN. With Chronological Tables and Maps, and Questions to each Chapter.

The Author has endeavoured to convey a broad and full impression of the great Epochs, and to develop with care, but in subordination to the rest of the narrative, the growth of Law and of the Constitution.

** A Specimen Copy of any one or more of the above will be sent to Principals of Schools, post-free, by Oliver and Boyd, on receipt of half the retail price in stamps.

Edinburgh: OLIVER AND BOYD. London: SIMPKIN, MARSHALL, AND CO.

